

CHILD-WELFARE MAGAZINE

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Programs for June

School is over! Before us lie three long months of vacation; no more lessons and bells and schedules and study hours for the young people, and for the weary teachers, visions of green fields and "pastures new where the soul feeds." But for the parents there is the Summer School in which *they* are the teachers, and the busiest time of the year has come for fathers and mothers who take their all-the-year-round profession of parenthood seriously, and who, before they stop their meetings will arrange some plans for

Community Education

Decide now on the Pageant to be given, and appoint your committees. Consult your Librarian and arrange to have a supply of suitable books on hand for summer reading for all the family. Decide to study some one subject at home, to freshen your mind. Talk over electives with your High School boy or girl and with the Principal. Make a little survey of your neighborhood and gather together the young mothers who need help, and who will be ready to join your Association in the fall as a Pre-School Circle.

For the High School

1. *The High School of Today. Part II.*
2. *What's Wrong with the Schools?*
3. *From the Teacher's Viewpoint.*
4. *Summer Reading. (Discussed by Librarian and English Teacher.)*

Mothers' Club or Parent-Teacher Association

1. *Summer Plays and Pageants.*
2. *Summer Reading. (Discussed by Librarian and English Teacher.)*
3. *Congress and the Six P's. (How can YOUR community help?)*
4. *The Aftermath.*

Pre-School Circles

1. *Language Culture in the Home.*
2. *Training for Unselfishness.*
3. *Internal Economics.*
4. *Paul vs. Lucia.*

In each of these papers there is hidden a point for discussion. Find it and use it.



The President's Message



ANOTHER chapter of Congress history has been completed, and as in all continued stories, let us pause for a moment before beginning the next installment, to glance over the synopsis of what has gone before.

The past three years have witnessed a phenomenal growth in the National Congress of Mothers and Parent-Teacher Associations. Splendid pioneer work had prepared the field for an amazing harvest, and from a membership of two hundred thousand in 1920, the organization has reached the registration of 532,000 in 1923.

Standing upon the platform that if the component states flourish, the whole body cannot fail to benefit by and share equally in their prosperity, the administration just closed has been devoted largely to the spreading through forty-five states of a true understanding of our aims and purposes, a clearer knowledge of the parent tree and its relation to the branches, and in placing the Parent-Teacher Association in its proper light before the educators of the country, thereby overcoming the critical attitude which many had held toward it, and securing their hearty support and co-operation.

The "Woman of the Hour" was forthcoming in the time of need, and it is impossible to overestimate the service rendered by our truly great past president. Endowed with a rare combination of qualities, she was not only the wise, far-seeing, broad-minded administrator, but she had also the warm human sympathy and personal interest in every individual member, every smallest local problem, which drew parents and teachers to her for help which never failed them. Her sincerity, her honesty of purpose, and her liberal encouragement of the ideas and efforts of her co-workers secured for her their loyal devotion, and placed the organization in an enviable position before the world of educators and social workers, as well as among the fathers and mothers of America.

Immense opportunities lie before us, but to fully meet them we must carry forward with us the generous service, the pure love of humanity, which have been our inspiration in the past three years.

Katharine Chapin Higgins has given into other hands the standard she has borne so bravely. Let us together carry it high to greater effort, to new success, as the most worthy tribute we can render to such a leader.

THE TWENTY-SEVENTH ANNUAL CONVENTION

Never before in the history of the Congress has the organization moved forward with such unity of plan and purpose, because never before has there been such widespread representation in its deliberations. Thirty-four State Presidents or their elected alternates, sixty-three members of the National Board of Managers, and more than three hundred voting delegates are carrying the demand for better parents of better children, in better homes, schools and communities, throughout the length and breadth of the land. Many splendid and devoted men and women are working *for* the home and school in ways and with results that win our heartiest admiration and praise. We can claim only this one distinction—that *we* are working *in* and *through* them, and thus find an opportunity which is so great that it doubles our responsibility. In our hands lies the power of organized parenthood, a mighty force to be used wisely and prayerfully, not only for the physical well-being of the children of our country, but for their moral and spiritual development as well. We need seek no higher goal, no wider field of service, for if we are faithful to our trust, we may build the future of America.

MARGARETTA WILLIS REEVE.

SUMMER PLAYS AND PAGEANTS

BY MABEL TRAVIS WOOD

Playground and Recreation Association of America

FOR children the land of make-believe is very near and very real. They spend a large part of their play life within its enchanted borders. Have you ever watched a group of children informally acting out some favorite story? They enter into the spirit of it with an earnestness and truthfulness to detail that would put grown-up actors to shame.

On one playground "Snow White and the Seven Dwarfs" was popular for story-playing. And, the playleader says, whenever the dwarfs started off for their day's woodcutting, their leader never failed to put in a little touch of his own. "Now, my men, let's not forget our axes," he would admonish, and with great solemnity seven imaginary axes would always be shouldered.

manner took on dignity and assurance. Though she still wore her faded dress and her shoes with flapping soles, that scrap of cloth transformed her. She was every inch a princess.

If children can create dramatic atmosphere out of practically nothing in this way, how much more can they do with a regular production, when the fairy princess wears a real robe with lots of cotton-batting ermine! Every town ought to arrange at least two dramatic productions for its children during the year—an indoor one in winter, and an outdoor one in summer. The indoor winter performance, staged usually at the school, is much more often done than the summer performance. Yet, during vacation, children have more time to give to dramatics, and, with increased



An Open-Air Performance

The child sincerely becomes, for the time being, the character he is impersonating. A settlement worker told me about a little girl of the tenements who is in one of her classes—a timid child conscious of her poor clothes. "You may be the fairy princess this afternoon. Here is your mantle," they said to her, and put a scarf around her shoulders. Almost instantly the child's

playtime and fewer duties, need something definite and stimulating toward which to work.

When the town has a playground, the summer play or pageant will logically be a part of its program. Perhaps it will mark the close of the playground season. It will prove to be fine publicity for the playground, and may be used to raise

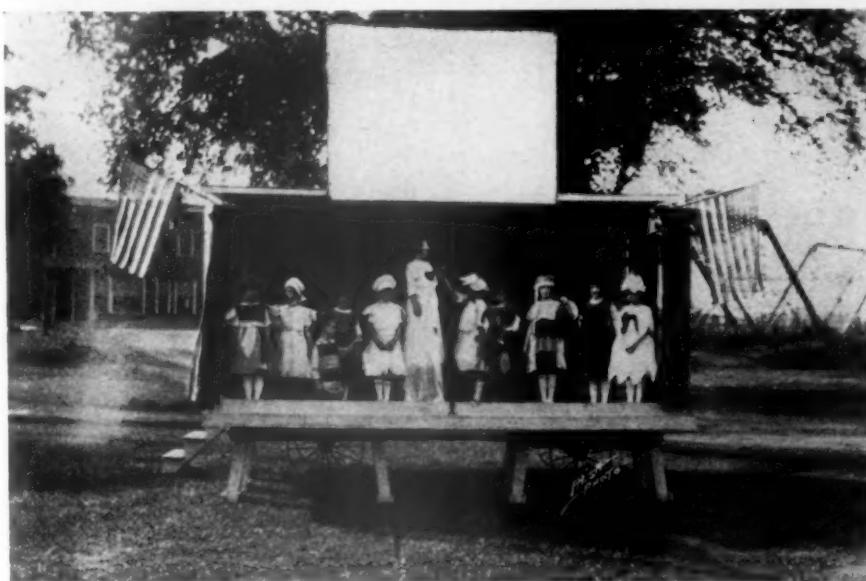
money to buy more equipment or help carry on the playground work the following year.

An advantage of the outdoor production is that it requires no scenery. All that is necessary is a background of trees or shrubs. Lacking these, screens made of ordinary chicken-wire, concealed by weaving green vines and branches through its meshes, may be set up. Similar screens should be set up at the sides, leaving spaces for entrance and exit, to make sure that behind-the-scenes groups will not be visible to the audience. A number of towns and cities have arranged inexpensive and permanent woodland theatres by setting out on a greensward trees and shrubs to form background and entrances.

The outdoor theatre permits productions of a size and beauty that could never be achieved with the restricted indoor stage.

tor, to whom all committees are responsible. This must be someone with executive ability and interest in dramatics, and, in the case of children's productions, should be someone familiar with working with children. The number of committees necessary varies with the size of the performance and with local conditions. In the case of a simple production, one or two persons are usually all that are needed to serve on such committees as business management, publicity management and the securing and management of properties.

The business committee attends to the sale of tickets and keeps a budget of the expenditures of the other committees. The publicity committee advertises the performance through the newspapers and by the use of posters, of handbills and of slides at the motion-picture houses. An idea that



A Portable Stage

It gives a wide scope for the use of color and of action. It makes it possible for large groups of children to take part in a production—and, if you know the joys of "being in a play" and the disappointment of being left out of one, you'll realize how much this means.

The success of any dramatic production depends on thorough organization. First it is essential that there be a general direc-

always arouses much interest is to have young artists compete in a poster contest, awarding prizes for the best posters heralding the play or pageant. There should be a grounds committee to see that the grounds are in good shape, to attend to seating arrangements, provide parking space for automobiles, furnish drinking water and attend to similar duties which may present themselves.

Color literally makes a pageant—and it plays a large part in lending interest to any outdoor production. So the costume committee has an important task. It will need to enlist the interest of the mothers of the town or neighborhood to help with the cutting and dyeing. The first step in costuming even the simplest of children's productions is to establish a workshop. This should be a good-sized room with running water available, equipped with one or two large tables, plenty of chairs and benches and a sewing machine.

Elizabeth Grimball, pageant writer and producer, says of the pageant workshop, "One of the most vital points in the organization and preparation of a community pageant is the establishment at once of the pageant workshop where the costumes are designed, planned, dyed and made for the cast. This not only saves an enormous budget of expense in the renting of costumes (usually incorrect in style and always unsatisfactory in color unless made to order), but it also provides a place where instructive and creative work can be done by the community itself. Educationally and artistically the pageant workshop is of great value, for it creates a center of interest to which the whole town reacts—the schools in particular."

Surprisingly good-looking costumes can be evolved from cheap materials with the aid of dyes and paints. Cotton gauze at five cents a yard colors beautifully and makes effective draperies and scarfs. Dyed burlap and painted or gilded oilcloth can be used to excellent advantage for heavy mantles. Cheap cotton flannel tie-dyed into crude designs is the most picturesque thing to use for Indian dresses. This flannel, dyed a little unevenly, has a deep-piled effect and is a good substitute for velvet. Mosquito netting, boiled to remove its stiffness, dyes well. It may be used for veils instead of tarlatan.

A ransacking of attics will bring to light a wealth of old materials—satins and brocades and velvet hats and feathers—which the workshop can utilize. Such properties as swords, crowns and spears may be made of gilded pasteboard. One town produced

a hundred shining plates of Elizabethan armor from unbleached homespun cut into shape, upon which manila paper was glued and covered with silver radiator paint.

Some of the most delightful children's plays and pageants suitable for outdoor production are easy both to costume and present. "The Treasure Chest," by Josephine Thorpe, a fairy pageant play adapted to children from about eight to fourteen, is simple but of unusual quality. It avoids the commonplace, is delicately imaginative, and, though it points a moral, does not do so too obviously. The treasure chest, containing the gifts of the out-of-doors fairies, is placed by them in a forest for mortals to find, and a spell is cast over it so that it may not fall into unworthy hands. After several unworthy mortals have tried to take it and have failed, it is finally taken by several children who are willing to share its treasures with all. Sunbeams, moonbeams and water sprites are introduced, and are effectively costumed in simple cheesecloth slips dyed different colors. There are charming dances. The pageant, which may be secured from Old Tower Plays, 431 South Dearborn Street, Chicago, Ill., for 40c., gives suggestions for costumes and a list of Victrola records suitable for accompanying the dances.

"The Masque of the Pied Piper," found in Katherine Lord's "Plays for School and Camp," published by Little, Brown & Co., 354 Fourth Avenue, New York City, price \$1.50, is a clever adaptation of the ever-famous Piper. There are six short acts with one exterior scene. The twelve speaking parts are best taken by boys and girls about twelve to fifteen years old, but the cast includes any number of rats, which the smaller children will love to impersonate. The rats give a burlesque of the Mayor and Councillors of Hamelin. The present tendency in costuming children for animal parts is to cover the entire head with a tight cap, but not to use false faces. The children's own faces, made up with brown grease paint covered by brown powder, are much more amusing and the voices are better. In a recent production of Faith Van Valkenburgh Vilas' "Goldilocks and

the Three Bears" at the MacDowell Club by the Junior Dramatic Class of the Ascension Church, New York City, three rolling and realistic bears used their own faces, with brown make-up.

A delightful fairy play, "The Magic Path," by Elizabeth Hines Hanley, may be secured from Community Service, 315 Fourth Avenue, New York City, at 15c. It is in one act with one outdoor scene, and uses any number of children ranging in age from eight to fourteen.

Fairy plays of this type lend themselves better than do any other kind of outdoor production, and the children always enjoy

Gertrude Knevels, published by Walter Baker & Co., 5 Hamilton Place, Boston, Mass., price 25c. It may be played either outdoors or indoors. There are twenty-one speaking parts and at least ten extras. Music for the songs and dances, as well as detailed descriptions of the costumes, are given with the play.

The play tells the story of the happy village of Herzimwald, unknowingly built within the borders of the elf kingdom. The wicked elves plan to ruin these presumptuous villagers, and on the day when the beautiful daughter of the Burgomaster is betrothed to the prince, the elf-king, dis-



A Folklore—Fair Woodland Scene

them. We should encourage the older boys and girls to act folklore and fairy plays as long as possible. There will be plenty of time later for them to do the more sophisticated, though often less subtle, kind of play. A folk-play of more than usual charm adapted to boys and girls of high school age is "The Peddler of Hearts," by

guised as a peddler of hearts, comes to the market place and tricks the people into giving up their good, wholesome hearts for gilded baubles which he sells them. The goose-girl, the only villager who has kept her heart, courageously goes into the depths of the forest and through her bravery the bag containing the hearts of the villagers is

rescued and Herzimwald is happy again. Younger boys and girls may take the parts of the elves and of children of the village.

Parent-Teacher Associations which are interested in children's dramatics will find the list of children's plays and operettas compiled by Community Service, 315 Fourth Avenue, New York City, price 10c.,

very helpful. It describes more than forty of the best productions for children and tells where they may be obtained. The Bureau of Educational Dramatics maintained by Community Service is always glad to suggest plays and to answer questions or give advice on dramatic matters by correspondence.



A Western Drama—A Child's Greatest Delight

How One Parent-Teacher Association Member Spent Her Vacation

DEAR HARRIET:

THE summer vacation, for those who are fortunate enough to have such luxuries, is over. There are *literally* a hundred questions I want answered, simply because I want to know what is going on in Parent-Teacher Association work, and not because I expect to take any great part in it this year.

Would you be interested to know just how my last six months have been spent? It always seems to me, when reading magazine articles by women who have made a success of life in spite of adverse circumstances, that they had *some* advantages which gave them opportunities to do things—opportunities which never come to the overwhelming majority of women who are in the financial condition that I am.

This spring the neighbors' children be-

gan to come to spend the morning with my little daughter. All classes came. There was Polly with a dirty dress and a skin disease; Clarice, who swore; Ruth (the daughter of a refined mother), who spits (I mean spat) on other children; Sally, who bit and struck and screamed; John, who was a bully; and Daisy and Pansy, who were always hungry for cookies. These were the most. There were several naturally well-behaved children who acted badly when in company with the others.

I rebelled at first. I would *not* have my good little daughter contaminated by such a crowd. Then, as our yard is such a delightful place for children to play in, I decided to give up my summer to child-welfare work. The mothers of these children are all better off than I, yet not one has ever asked permission for her child to

spend his time here; the kiddies simply *come*. These mothers seem to think that children are just to be turned loose and grow up with as little trouble to the mother as possible.

I had several swings put up, some benches, a sand pile, and various pieces of "junk" attractively displayed, with which the children love to play, and which take the place of apparatus and toys which I cannot afford to buy.

Sometimes it has seemed as though I would have to give up, and I have been guilty of disobeying each item of Dickens' advice to teachers: "A heart that never hardens, a temper that never tires, a touch that never hurts."

Even I who have been with them all summer can see a great improvement. I had to send Polly Ann home on account of her physical condition, which was dangerous to the others, but the other children have been here *every* day from four to eight hours. We do not spit, bite, nor swear any more, and our manners have improved so much that we can take turns with the swings, and rarely do we have a "real mad" fight.

This sounds so trivial, and yet I have given hours each day to just this. Do you know, it would have saved me so much heartache (that's just what I had many nights when my day's work was done) if the other mothers had understood and had been just a little appreciative? I know that I have been sneered at for my pains. Another thing: so many times this year, I have wished for one of your helpful encouraging letters, and I did *not have time* to write to you and ask for a crumb of comfort. Isn't it silly? But six months of it might make silly a stronger woman than I.

Another thing I must tell you. One dear gentleman, who has a state office of some kind in connection with Sunday Schools, came here and urged me to take up teaching the children Bible lessons. He said it was my *duty*. I pointed out that I did not have time to do any more than I was then doing, and he said I ought to sacrifice myself *just a little!* I felt very

tired in my temper just then, but he went away without any casualties having occurred.

School opened yesterday, and our little lassie started in kindergarten. She looks very big-eyed and solemn about her responsibilities; she has so much to learn and so many years to go to school!

I have closed my playground, and you cannot imagine how I have relaxed, stretched, and rested since last Saturday afternoon.

I have worked with the kiddies all summer, and, beside working for my family, put up over 250 quarts of fruit, all raised on our own place.

There is no use in expecting a *majority* of parents to work *together* for the best interests of boys and girls. It looks to me as though most of us are shirking our responsibilities, and that we are exceedingly willing to "pass the buck." Our children think that because "others do it" they can; and the fact that "others do it" makes us parents hate to deprive our own children of doing *even wrong* things. I could tell you many examples, but you probably know as many in your town as I know here.

Dear Harriet, please pardon the blots and finger-prints. Little Clara (a neighbor's daughter) laid her cheek on my notepaper awhile ago and I had not noticed before that her cheeks and fingers had both taken toll of the butter on her bread. She is the sweetest, softest lump of a baby I know.

Please write to me. I know how busy you are and what important things you are doing. But just listen to this. I know that I have done some good this summer, and I would never have undertaken it had I not had the inspiration from Parent-Teacher Association work, and your letters were the greatest inspiration I received while I was doing that.

Have just had a notice from the county headquarters of the W. C. T. U. that I have been elected County Superintendent of Child Welfare. No rest for the weary!

Always yours,
ELLEN.

The above letter was really received by Harriet, one of our Parent-Teacher Association workers.

THE PLEASURE OF BUSINESS

BY ANNA M. BECKMAN

Treasurer, Iowa State Branch, N. C. M. and P. T. A.

RECENTLY I had the rare privilege of lunching with a group of fine women representing the leadership of the Parent-Teacher Associations from the Atlantic to the Rocky Mountains. When I was presented to one of them as a State treasurer she said:

"You certainly have my sympathy!"

I began to wonder why I needed sympathy. It is true, the work means many long hours at one's desk, but I enjoy it. It is so fascinating to sit down before a pile of letters from so many different people and places. As I open them I find an element of adventure in each, a sort of exploration of new lands, with some bit of surprise here and another there. The task proves so full of pleasure that the stroke of the midnight hour always comes unexpectedly.

There is endless variety in the letters, even though they have to do with ordinary business matters. The first I open may hold a postoffice order for dues for sixteen members from a community group which gathers in a little country school house. Enclosed is an apology for being a few days late with the remittances and a request for any help or suggestions that can be offered. The next is from a fair-sized association in one of our larger cities, saying that it had sent its dues and joined the National in good faith and had not received a bulletin or a single piece of any other kind of literature. If that is the way things go, in the future they would keep their money at home. This sounds so alarming that I reach into my file, hoping there to find some explanation of this apparent neglect on someone's part. My fingers run down the alphabet until they reach the S's, and then through card after card until I find the right one. There is a blank after the word "president" and only after the word "secretary" do I find a name. That came in a good many months ago. Repeatedly, my card shows, I wrote to the secretary for the names of the offi-

cers, but without reply. Another letter must be written to explain and an answer secured, before the Bulletin can be sent on its way to this unhappy association.

The next letter I open bears the marks of having been written with much effort, with an unpolished, dull pen. Please, would we allow her to be an associate member in our great work? The dollar was enclosed. "Please excuse my mistakes," she asks, because she had had so few school advantages. But, she adds, she is much interested and wants the children around her to have better schooling. You feel like sending her all of the literature within reach, even your own year book. You know that this letter is from a little mining town and the rows of little unpainted houses, all alike, rise up before you.

The next postmark takes you to the broad prairie regions of the State, where in winter the snow stretches for miles in unbroken areas and in summer there is such a variegated array of wild flowers as can be imagined only by those who have wandered through them leisurely in childhood. This association is linked with a consolidated school. Its members are all loyal Americans, but in their names is just a hint of a fatherland overseas. Last year this association had \$300 in its treasury and served supper at the school at every meeting. Now the president writes, with tears between the lines, to say that the school board had refused permission to hold meetings in the building this coming year, so no membership dues can be sent. However, the correspondent sends her own associate dues and expresses hope for the future.

The next letter is from a wide-awake P.T. A., which won a membership drive and increased its membership many times over its previous number. The next is from the secretary of an association in a city of 80,000 or more, enclosing \$18 and signed "Mrs. Jones" and no more—no street or house number. How am I to get a receipt to Mrs. Jones? In a few weeks

comes a letter demanding, with a bit of wrath, why I do not acknowledge the receipt of money. This time the name is initialed and a proper address is supplied, and joyfully I send the delayed receipt. The greatest surprise of all was when I discovered I had signed my husband's instead of my own name to a very large printing bill!

The joy of knowing all of these needs, of having a small part in trying to relieve them, more than compensates for the trials which go with the handful of letters which

the postman hands you every morning.

Have sympathy for the shortcomings of your State treasurer. Be patient with her, for she is a homemaker like yourself. She answers your letter with one eye on the advancing postman, the pen in one hand, and with the other hand answers the telephone or stirs porridge.

Her desk has become a listening post. Through it she has learned that all over your State, parents and teachers are asking for better things for their children—the only hope of the future.

Home Education

"The Child's First School is the Family."—FROEBEL

TRAINING FOR UNSELFISHNESS

BY MAY E. WILSON

Issued by the National Kindergarten Association

NOT long ago I heard a very lovable woman say, "If my parents had realized how unkind their love for me was, when I was a child, they would have spared me many tears. I was allowed my own way in everything and grew up a disagreeable and selfish girl. Later when I had to leave home and go among people I found I had to reform myself, to be even tolerated. It was a long heart-breaking task, which I had to struggle through alone, overcoming habits which might easily have been kept from becoming habits if I had been guided wisely in my childhood."

Many parents seem to overlook or underestimate the importance of the first appearance of undesirable tendencies in their children, which can be overcome, if properly treated while children are still young.

Ill-temper, selfishness, teasing, and fault-finding can be kept from becoming unlovely characteristics if a wise guide gives help at the right time.

At the root of wrong-doing one can always find selfishness. It besets the only child in a home where adults seem to exist to please and spoil him, as well as the little waif on the street where to "have," he has to "snatch." For either of these children, the kindergarten is a blessing. Here in happy surroundings he learns to share in work and play—to give as well as take.

Here a child learns to hang up his wraps; to care for his rubbers; to sit erect, overcoming a desire to slide in his chair; to obey the directions of the teacher, given sometimes by voice, sometimes by piano; to yield his individual desire and do the thing that is right for him to do at that moment.

The child who at home makes no effort to help himself in putting on his wraps, who sticks out his feet for someone to put on his rubbers, is encouraged to try and do these things for himself, not only by the teacher, but most of all by the sight of the more independent children delightedly accomplishing the task of slipping on rubbers, putting on coats and struggling successfully with slippery buttons.

But perhaps the games help most to develop unselfishness. Early in life one needs to learn to share—to be a good loser—to relinquish smilingly to someone else, and for five days a week kindergarten offers a splendid opportunity.

In a large group of children, where each has equal rights, the selfish child comes to see the need of respecting those rights, which he does by waiting his turn and sharing with others.

And so the pictures, songs, stories, games and handwork open up to him the world about him and lead him from selfishness, out of himself, to unselfishness.



SUMMER READING

BY MARION HUMBLE



WARM spring breezes and thoughts of vacation, bring to us all visions of long, lazy, sunshiny days. Whether the vacation is three months long or only one week, children and grown-ups are looking forward to filling the time with enjoyment.

Here is a teacher, perhaps, who has had a hard year and many discouraging days in charge of a classroom of fifty restless boys and girls. Occasionally conversations after school or special gleams of interest in recitations have made her feel that after all teaching is the greatest profession in the world and brings its own rewards; but there have been many days when she looked longingly out of the window, and many nights, after correcting fifty papers, when she threw everything aside and delved into travel folders with alluring pictures and descriptions of the lakes in the Muskoka district, or automobile trips through Colorado, or tramps through Yellowstone Park. The folders and the money saved for railroad ticket are keys to that wonderful time that is coming this summer.

And here is another planning a trip to Europe; another who is going to travel by little fishing boats through the country of Evangeline; and another who is planning a walking trip which will take two weeks.

Here is a mother whose two boys have been talking since last September about their new tent, about the fishing, about new swimming strokes which they are eager to try out in July or August, and looking forward to the week-ends when father will

come to take his vacation in installments with them.

In all these plans the thought of rainy days does not occur. There is no suggestion that vacation might be too long or that there will be any time during the summer for staying indoors. The day will be too short, and there is plenty of time during the winter for indoor pleasures, we say.

In packing that bag, or suitcase, or trunk for vacation, however, it is well to hesitate a moment and remember those days last summer when the rain prevented picnics on

which the children had set their hearts. It was difficult to find anything that would please them on those days. What would have solved the problem of disappointment and restlessness?

Or to remember also the hour of exhaustion, or, perhaps, just laziness, after a long swim; and the evenings in the fall when it begins to get dark a little earlier and it is chilly enough to have a wood fire in the cabin. What would have added just the touch

of comfort in those hours?

Why Not Books? There are so many books which seem to have been written for vacation reading. Books on the countries and localities visited, first; they add so much to the enjoyment of places, with descriptions of buildings and suggestions of the history and traditions of the place. So many things go unobserved without the suggestions made in books. Second, there are books on outdoor things. If one is interested in tennis, or golf, or fishing, or baseball, there are new books which tell all the new tricks of the game. Each year



it is fun to add new strokes, or new technique of some kind, and books will help. Then, too, there are books on the things one has time for only during vacation—bird study, hunting mushrooms, identifying butterflies, wild flowers, trees, and stars, books that are fun for children as well as fathers, mothers, and teachers.

Some people count on vacation as the time for reading serious books which they cannot concentrate on during the winter. Long novels, books of history or biography, books of a favorite author put aside until they could be enjoyed more perfectly. Hours of leisure are the hours for enjoyment of poetry and essays; hours of travel are the hours for enjoyment of short stories which can be read quickly on train or boat. The hammock, or porch swing, or luxurious spot under a shady tree is just the place for reading a good book.

Children who do not completely lose touch with books during the summer are more ready than other children for concentration on school books in the fall. Teachers will find that boys and girls who have done some reading during the summer months are eager to tell about these books when they return to school, and this reading can be made the subject for classroom discussion or essays in September and October. Such work will be an interesting introduction to the books to be read in the next school year. Many schools organize vacation reading clubs, giving to the children suggested lists of books prepared by the local public library, and awarding diplomas in the fall to the boys and girls who have completed a definite program of reading. The American Library Association, 78 East Washington Street, Chicago, Illinois, has published useful lists, "Books for Vacation," which may be obtained at 25 cents for eight copies. The Gaylord Brothers, Syracuse, New York, have prepared attractive little notebooks for recording "Books I Have Read" with a page for record of each book. These books and certificates for awarding to the children may be bought at low cost from Gaylord Brothers, who will supply samples on request. Local bookstores and

public libraries will be glad to co-operate with schools in making books for vacation reading available. Many bookstores prepare assortments of books to "Take Along" for vacation.

To teachers themselves, vacation provides opportunity for keeping up in the reading of current literature. So many important new books are published each year that it is difficult to read even reviews of them all. By summer time, however, the local public library can furnish a list of perhaps one-half dozen of the books which should not be missed. Reading of such books will keep teachers in touch with current thought and progress and give them a new lease on educational development. It is so easy to become absorbed in work, that such books are often lost sight of during the busy months.

Boy Scouts and Girl Scouts have provided for books in their vacation programs. Books on camp cooking, books of information about outdoor things, are an essential part of the outdoor program of the scouts. Many scouts during the summer build camp bookcases, and books are bought, or borrowed from the public library, for these scout libraries.

In making vacation plans, when buying that new fishing tackle, or the golf clubs, or a new hiking suit, or a tent for the children, *don't forget to buy some books to "Take Along."* They will "come in handy" during the next few months.

"TAKE ALONG A BOOK"

If you're longing now for laughter,
Just *take along a book*.
If it's Romance that you're after,
Why, *take along a book*!
If adventure seems to hold you,
If tales of love enfold you,
Just remember that we told you
To *take along a book*.

If you're very fond of history,
Pray *take along a book*.
If your soul is thrilled by mystery,
Sh! *Take along a book*!
If you want to turn right thrifty,
If you'd learn to dress right nifty,
If you're ten or if you're fifty—
Just *take along a book*.

(Quoted from "Keeping in Touch." Schuster's Three Stores, Milwaukee, Wis.)



Omit and Commit



BY HON. REED M. POWELL

Judge of the Probate and Juvenile Court of Jackson County, Ohio

THE value of an individual, as a member of society, depends entirely upon those capabilities which society deems assets.

The man or woman who has the power of concentration, the ability to think, a general knowledge of world events, a breadth of vision for the future, enlightened by the experiences and achievements of the past, is such an asset.

Those who blindly stagger through life, fighting for existence, railing and cursing at success with jealous hate, handicapped by the seeming impenetrable mantle of ignorance, cannot be termed assets, but are indeed liabilities, for whom you and I are responsible.

The torch of learning is the beacon which will save the citizenship of the future, if we falter not, and steadfast, keep the light burning.

Negligence, the lack of realization of conditions, the extinguishing of the lamp of brotherly love, in the mad search for pleasure as the true aim of life, have shipwrecked many lives in the past. Let us, as sculptors, mould the children of our age, they being but plastic clay, into assets of the future, into creations of rare and priceless beauty.

To *omit* to remove the handicaps which prevent millions of our children from attaining their birthright, that of a sound maturity is to *commit* an act, stupendous in its destructive force, for which each and everyone of us will be held strictly responsible.

The 8,500,000 illiterates in our country today were once children, who had they been properly cared for, would be a mighty force and influence for right and the consummation of ideals, instead of the criminals and sub-normals who are undermining our very existence.

The same number of children living today, if the average is permitted to continue, will be the illiterates of tomorrow.

It is odd, indeed, that society delegates

unto herself the right to punish delinquents, when she, herself, is absolutely responsible for the delinquency.

Delinquency in children is due in the main to ill-health, lack of education, heredity, environment and associations.

The Parent-Teacher Associations are the watchdogs, who are awakening the public to its obligations to the youth of America.

A sound healthy child is, as a general rule, sound mentally; therefore as a natural sequence, is sound morally. Given an education compatible with the niche it shall fill in life, derelicts and liabilities will be reduced to the minimum.

Drastic marriage laws forbidding the union of those feeble-minded, physically unfit, illiterates, will mean the birth of children who will be normal, and not suffering for sins or mistakes of the parents.

A watchful eye on the environment and associations of the children of a community, missionary work in the Sunday school, and, if possible, the teaching of the Bible in the public schools, will mean the building of character, the eventual attainment of the very best things of life.

The Parent-Teacher Association should bend every effort to keep children in school. The legislatures of the various States should be asked to enact and enforce laws to this end. The Bing Law in Ohio is producing splendid results.

Where there is no Junior high school, the transition from the grades into the high school is too abrupt. The child is faced by a battery of new studies which are both bewildering and discouraging.

Every Association of Parent-Teachers should have a brief pamphlet made, setting forth the advantages of a high school education. Distribute this pamphlet to the parents of the pupils of the seventh and eighth grades every year. Further, have a competent speaker address the pupils themselves on the subject. And, above all, where the withdrawal is to be made for financial reasons, the Association should

find ways and means to help the child to finish the high school course.

Dr. A. Caswell Ellis, of the University of Texas, found that uneducated laborers earn, on the average based on the wages paid in 1923, \$500 per year for forty years, or a total of \$20,000. High school graduates earn an average of \$1,000 for forty years, or a total of \$40,000. Education requires about 12 years of school, or 2,160 days. So, if 2,160 days at school add \$20,000 to one's life income, then each day adds \$9.25. Thus any child who withdraws from school to work at wages less than \$9.25 per day is losing money.

It has been determined that each day in high school is worth \$25 to the pupil, while every day in college is worth \$55.55.

High school is not only valuable from the standpoint of dollars and cents, but the cultural training is in itself worthy of the effort.

Then we must not *omit* the responsibility of educating our children so that they may live lives worthwhile, full of joy and happiness. We must not *commit* an act through our apathy toward our fellow-men which might bring on them sorrow and desolation.

Let it not be said of us, as in the lines of Henry Drummond:

"I have lived for myself,
Thought for myself;
For myself and none beside.
Just as if Jesus had never lived;
As if he had never died."

But let us awake, as members of Parent-Teacher Associations, as individuals, to the wonderful opportunities within our grasp. Be not pessimists, but optimists. And though the past is, indeed, sad to contemplate, let us put rainbows into our teardrops, and work together for the betterment and the advancement of humanity.

ETHICS FOR TEACHERS

The National League of Teachers' Associations in its Yearbook for 1922-23 publishes this report of its committee on Standard of Ethics. It seems to us to apply equally well to parents.—EDITOR.

RECOGNIZING the recent impetus which interest in education has received, realizing that this increases the opportunity for service extended to us as teachers, and desiring to make as definite as possible in our own minds our aims and ideals, we are led to formulate a Standard of Ethics for the grade teachers of the United States.

We believe that one who aspires to be a leader of youth should have, first of all, character—that subtle and indefinable quality which is finer than the finest deeds; greater than the greatest facts, which includes, but transcends honor—a nice sense of what is right, just, and true, with a course of life corresponding thereto;

Vision—a supreme faith in the ultimate triumph of the ideal good;

Patience—which means the ability and the willingness to wait, and may also mean kindness to evil-doers, and bearing with the weaknesses of others;

Justice—recognizing in our fellow-man another self, seeing both sides of every question;

Benevolence—that which helps another to help himself—not indulgence;

That energy and enthusiasm which can be satisfied only by seeing ambition realized;

Service—"The power to give the world more than I take."

And with these a broad education both liberal and professional as a preparation for one's life work, so that he may do it conscientiously and with pleasure because he can do it well.

"And it came to pass that after awhile the artist was forgotten—but the work lived."

PARENT-TEACHER WORK IN RURAL SCHOOLS

BY M. S. PITTMAN

*Director of Rural Education, Michigan State Normal College
Courtesy of Michigan State Bulletin*

THE rural districts of America have lost much of their old-time neighborliness. Farmers who live on adjoining farms barely know each other. The farmer has come to be more closely associated with certain people in the town where he trades than he is with his neighbors on the farms. The telephone, the auto, the daily market, the hardware store and machine shop are twentieth century influences which tie the farmer to the town. The absence of these types of work which formerly demanded co-operative effort on the part of farmers has largely disappeared. Machinery which is bought from the town, repaired in the town, has largely taken the place of the borrowed service of a neighbor so common a half century ago.

With the increase of the commercial and social importance of the town, there has come a diminishing social life in the rural communities. The Parent-Teacher Association provided a natural and a very useful means of reviving and keeping alive the social spirit of the small rural community, the neighborhood.

Parent-Teacher Associations in the country should have the following purposes:

1. To provide a better social life for the children and the adults of the community.
2. To aid the teacher in her efforts to serve the community's children.
3. To educate the youth of the neighborhood in the arts of a community co-operation.
4. To accomplish some community achievement in the form of some visible physical result—playground apparatus, school-room equipment, neighborhood fair, etc.
5. To train all of the members of the community in the forms necessary to direct and participate in the activities of an organization.

Some of the essentials for a successful association in the country are the following:

1. Have some real purposes clearly in mind.
2. Be willing to work wherever others think you can do the best work.
3. Select the wisest person in your community to be the president, a good vice-president, and a very capable person to serve as secretary.
4. Have a definite program for at least one month in advance.
5. Select persons to take parts on the program according to the interest they have in the subjects assigned. Get each person to agree that he will appear without fail and do his best on his subject. He should know his part a month in advance if possible.
6. Start the meeting *on time*. Eight o'clock is late enough to start a meeting *anywhere*. The most noticeable lack in the country is that of starting a meeting on time.
7. All meetings should be over by ten o'clock and the people should be started home. **A PROMPT START, A SNAPPY MEETING, AND A PROMPT CLOSING ARE THREE ABSOLUTELY ESSENTIAL FEATURES OF A SUCCESSFUL ASSOCIATION.**
8. A successful program should consist of three parts: (1) Business—not to exceed thirty minutes; (2) Literary program—not to exceed forty minutes, and that should be varied; (3) Fun and refreshments, not to exceed thirty minutes. This makes a program two hours and ten minutes. All knowledge gained, all business transacted, and all refreshments eaten after that time will probably be more hurtful than helpful. Get started! Drive it through! quit when you *are* through!
9. The results for the year will probably be greater if the program for the entire year is planned at the beginning.
10. Neighboring associations should work out a program of meetings so that they can exchange visits, which always inspire us to better effort.

THE HIGH SCHOOL OF TODAY

BY VERNE HALL DETWEILER

PART II

THE high school of twenty-five years ago offered identical opportunities to its boys and girls; now, the efficient high school offers *equal* opportunities to its boys and girls—opportunities that will give each individual an equal chance to become trained in that specific work for which he needs to be trained in order that he may become a true citizen, able to think in terms of community life.

We all recognize the fact that every pupil in high school should study the "mother tongue" so long as he stays in school. Practical efficiency in speaking and writing English, with a taste of as much of the best literature as can be read in the high school course, is of paramount importance. A few years ago, the English teacher assigned a few pages of Shakespeare or Scott or Dickens, and required parts to be memorized, parts to be analyzed, parts to be scanned (if it were poetry) and notes to be studied. All too often the English work became mere drudgery—the charm was taken out of the text. Now we have learned a better way. The English teacher of today reads the first two or three chapters of "Ivanhoe" or a "Tale of Two Cities"—points out the methods by which the author portrays character and wherein lies his strength or his weakness, and then the teacher steps out of the way. She doesn't have to assign the next chapter; the pupil will read it, anyway. And when he has finished the reading, perhaps he may write a brief report, telling what he thinks was the author's purpose in writing it, why it has become a classic, etc. Or perhaps the pupil will tell this orally, that he may acquire poise and skill in standing before an audience and expressing himself clearly and easily. The purpose of literature is to inspire noble ideas and emotions; to nourish the spirit. When this is recognized by the teacher, his attitude changes and he knows that real education is the process of "developing the child from what he is to what

he ought to be" rather than the heretofore "college-dictated custom of leading him from where he is not to where he does not want to go."

Too little time has been given to composition in past years. Young folks have the idea that people can write only when they are born that way, but the English teacher in today's high school teaches them that composition is merely telling something in an interesting, intelligent way, struggling over a sentence if necessary, till it says exactly what you want it to say. Only by conquering difficulties of expression, and understanding the value of each word and phrase, can one appreciate or develop what we call "style"—but *anybody* can develop it.

It will be a real advance in high school efficiency when every girl is *required* to take some training in the art of home-making, for that is training which every girl needs whether she marries or not. If she must study chemistry, why not have her learn the chemical experiment by which gelatine is detected in milk as a substitute for cream, or cocoanut oil for butter fats in condensed milk, instead of that of the reaction of some chemicals of which she knows nothing and cares less? Isn't there just as much real chemistry in the one as in the other? The girls get about as much "understandable" knowledge of practical chemistry from the usual textbooks in that subject as Sissy Jupe got in Dickens' story from the bright boy's definition of a horse. You will remember, perhaps, how Mr. Gradgrind, the type of schoolmaster Dickens was so fond of ridiculing, called on Sissy for her definition of a horse. Thrown into alarm by the sudden demand, Sissy could only blush and stammer, whereupon Gradgrind shouted: "Girl No. 20 unable to define a horse! Girl No. 20 possessed of no facts in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours. Bitzer, your definition of a horse?" And Bitzer, in all

his superior knowledge, arises and rattles off, "Quadruped, granivorous, forty teeth, namely, 24 grinders, 4 eye teeth, and 12 incisive. Sheds coat in the spring; in marshy countries sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." "Now, Girl No. 20," said Mr. Gradgrind, "you know what a horse is." But did she, we wonder, from that definition, know more than she did before?

In some high schools the girls study household problems in model kitchens and dining-rooms and laundries and bed-rooms fitted up by the school. Cannot the average girl—cannot *every* girl give greater service to her community, and will she not get a more dignified idea of household work, through the study of these problems in this way, than through the study of paradigms and prosody?

And yet, in the interest of the girl and the community, we must not forget that the study of the classics can and should go hand-in-hand with the study of household arts, and each will give something of real value to the pupil. The households arts work can be carried along with the classical work in the four years of high school life, and each will re-act beneficially upon the other. There will always be some girls who will seem unable to get any real advantage out of a study of the classics, and some, no doubt, who will not take kindly nor easily to a study of household arts. In such cases, the high school curriculum should be bent to fit the pupil, not the pupil to fit the curriculum.

I know a perfectly normal girl of thirteen years who could do nothing with arithmetic when she began the study of it with her mates in third grade. Her father and mother are both college graduates, and her father is a member of the Board of Education in the city in which they live, and is also a physician. Seeing the child's trouble in third grade, the father said to the mother, "The years between eight and twelve are *not* the *reasoning* years. Let's have her drop arithmetic and take French instead." This was done, and since the years between eight and twelve are memor-

izing years, the child learned French easily, and now speaks it fluently. When she was twelve and ready for the eighth grade, the father and mother engaged a tutor to teach her arithmetic during the summer vacation, and in six weeks she had done the four years' work in arithmetic which she had omitted in school, and had done it easily because her reasoning powers had developed. She finished eighth grade in June, with her class, with a mark of 97 in her year's work in arithmetic. Now that plan would not fit every child, nor would it be wise to adopt it for general use in the schools, but it makes us realize how prone we are to think every child ought to do, or try to do, just what every *other* child does in school.

Many of the modern high schools give credits for music work. In some of the schools, regular courses in music are offered and one-fourth of the entire number of high school credits required, may be obtained in music. Music teaches concentration, control, and logical thinking, just as surely as the sciences and the languages teach these things. Here, however, as in the literary studies, the personality of the teacher is a most important factor. In teaching music in the schools, we are not trying to make professional musicians out of the children, any more than we are trying to make professional artists when we teach them drawing, or authors when we teach them composition. But we do want to give every pupil a chance to learn to appreciate good music when he hears it, and it will help in the general uplift of the community just as surely as any other worth-while study.

Only yesterday a woman prominent in educational and political circles told me she had just received a certificate of graduation from a three-year Correspondence School of Music. This woman is past sixty years of age, well-educated and well-informed and very active. She told me she wouldn't take anything in the world for those 144 lessons she has just completed, not only because of the personal joy she gets from her ability, now, to listen intelligently to any kind of music, but because

of the service she can give others in being able to read music well enough to play a hymn or a patriotic song when there is a call for it in an audience. She doesn't expect to become an expert performer; her fingers are no longer flexible enough to acquire a rapid technic, perhaps, but she sees the value of knowing music. This quotation from an author whose name I have forgotten, fits the case well:

"Quite aside from the value of the music and its spiritual enlightenment, a boy gains so much in general perception, in actual development of hand and eye, in quick muscular response to an intellectual purpose, that the mastery of the piano is worth while in and for itself. It is manual training of the first order, in addition to being an art which opens up such a large avenue for self-expression, and supplies one more vital interest for the enrichment of daily life." And, of course, if it will do this much for a boy, it will do even more for a girl or a woman!

The high school pupil in the adolescent age is likely to shift from one interest to

another, and for this reason may want to change his course of study, every year. While definiteness of purpose is an important trait to develop in the growing child, it is best to allow him to change his studies in so far as it reasonable and consistent. He is trying to find his place in the world, and that is one way of finding it, though he should be guided always by both parents and teachers.

To sum it all up and tell in a nutshell what the aim of the high school of today is, we might say that it is *not* to stuff the pupils full of facts that they probably will never have any use for, but to open to them the various doors of knowledge—to arouse dormant interests—to aid in the trying-out process of discovering the particular vocation that will fit the individual pupil—training toward the conservation of health, efficient and economic independence, and a well-rounded and complete life. If it succeeds in this, then it is, indeed, a high school of which we may well be proud, and one that is keeping step with the progressiveness of the century.

P.-T. A. SUCCESS

A PARENT-TEACHER Association will fulfill its highest purpose:

When it keeps constantly in mind that "co-operation" is its watchword and touchstone.

When it promotes co-operation not only between the home and the school, but also between itself and other existing organizations functioning in some special line of child welfare or community betterment;

When its meetings are thoughtfully planned and painstakingly carried out with the welfare of the child as the central thought of them all;

When it acts as an open forum for presenting to parents new movements in education, changes and progress in educational methods, the need of the same ethical standard in home and school in order that the purposes of education may be accomplished, and the importance of adequately supporting free public education as the bulwark of civil, religious and intellectual freedom in this country;

When it is conscious of its importance as the best means of improving and sustaining school and community morale;

When its members forget possible personal differences or diverse points of view and work shoulder to shoulder with a mind single to giving all children in the community equal opportunity for the mental, moral, social, and physical training which is the birthright of American children;

When each member recognizes his individual responsibility to the unique purpose of the P.-T. A., and carries it as his highest patriotic duty, thereby making a better country through better training of its child-citizens.

LAURA P. YOUNG.

PAUL VS. LUCIA

BY C. G. WOOD

AS little Lucy was carried screaming from the room, the two grandmothers looked at each other in consternation. Most decidedly, Lucia was not bringing up the baby properly. Being in search of workable material, I started to question them. Mrs. James seemed the most likely to talk. In fact, before she had proceeded very far, Mrs. Du Chanz excused herself and left us, and Mrs. James smiled as she departed.

"You see, Mrs. Du Chanz does not believe in my theory and practice of how to raise children. But I have had too many children to allow them to get the best of me. Not but what I was a very good mother," she hastened to add.

I suggested that Mrs. James go back to the beginning of her story, and thus help some young mothers who admire well brought-up children, but who have no ability to do the training without someone's help.

"Well, there is Paul's case. He is Lucia's husband and the father of that naughty baby. But then that child would not be called naughty if she were taught to mind. I started with Paul when he was only ten months old. Every one said I was not fit to raise children, but since they *are* raised, every one wishes to know how I did it.

"Paul received his first spanking when he was ten months old. He was stubborn and insisted that he be taken up when he cried. One of the nurses had started this, and, while this sounds rather strange, still it is a fact that he would cry and whimper until some one would pick him up and rock him to sleep. But after the nurse left and Mary—that's my oldest girl—went to school, I had very little time for rocking him. When Paul would cry I said 'No' and gave him his bottle. He threw the bottle aside and got red in the face with anger, so I picked him up and spanked him! Mrs. Du Chanz was there at the time, and was horrified. Anyway, Paul did not cry any more. In fact, he seemed surprised, and

he soon fell asleep. I only had to spank him twice for crying because he was angry. And I am sure Paul was no intellectual genius. Other children could be taught the same thing.

"When he was a year old he was trying to creep about, getting into things. My sea shells and vases were in the parlor and were the goal of his wanderings. I had told him not to touch them nor even to go near them. Well, he went. I came in and spanked him. He showed temper, and just as soon as I had left the room he went back to them. I came back and spanked him quite hard and put him down in front of the shells. Paul looked at them and crept away. That sort of defiance was never repeated. Now do not think I let Paul be a 'Mamma's Boy.' I had three boys, and I believe they were never ridiculed by their friends as being at all girlish.

"By the time Paul was five years old he had tried all methods and means of mastering me. People say I am not sympathetic towards children. If so, it is strange that all the children like to be with me. Yet I make them mind. And I might also say that Paul never succeeded in conquering me. As long as he remained in my house I made him understand that I was 'boss.' Sometimes it was very hard for the child, because he was so wilful; but that early period of trial has brought a rich harvest, because Paul certainly is a wonderful man.

"Nothing seemed hard after I taught Paul that I was to be obeyed. One of the things I found most helpful in Paul's raising was my habit of doing just as I promised. Do you know, half of the trouble parents have with their children is due to failure in fulfilling their promises? When I told Paul he would get a whipping, he received it. And when I promised him a reward, such as going somewhere, I always kept my promise. In that way Paul—and the rest of them for that matter—came to take what I said seriously.

"Now in regard to Lucia's training, her mother was forever promising her any-

thing from a pretty new doll to a sound whipping, neither of which materialized. Really, you know, Lucia got so she paid no attention whatever to her mother's rasping scolding. Of course, she was never a bad girl or Mrs. Du Chanz would never have been able to raise such a beautiful daughter. But I do not think she would have very much success with my Paul—or any other boy, for that matter. From the very first, Lucia knew just what she had to do to win her point. That was either to stamp her foot or to cry. If Mrs. Du Chanz had been the least bit sickly I would have seen the reason for Lucia's actions, but a healthier woman never lived in our neighborhood. If Lucia's mother said she must not do a certain thing or could not have something, that seemed a signal for the little miss to proceed to try to get it. And I can tell you she got it. She certainly was a lovable child, nevertheless. She used to take to my children, and they would talk for hours at a time about what they wished would happen. Often I would hear her say she wished *she* was made to do things. Rather odd for a child so young, don't you think so?

"When my children were going to school I insisted that there should be a regular time for things. When I explained to them the benefits of regularity—I always talked to my children as if they were equal to me intellectually—I had no serious trouble. Mrs. Du Chanz claims they had no childhood except an hour each day. Of course I don't agree with her that a child has no childhood unless he is defying every wish and desire of his mother. You see, Lucia was allowed to play all of the time. She never had to assist with the house work or study after school. As a result, she can do no house work, and now she blames her mother a great deal. My Anna and Helen had to do the dishes and make the beds every day, while Mary helped me with my sewing. On Saturdays they all cleaned the house. In return I gave them a certain amount of money for their own use. They got so they looked forward to the money and planned for it. Lucia, on the other hand, never knew whether or not she

would be able to get as much as she needed.

"Having a certain amount of money of their own made my boys and girls independent to some extent. As they grew older and assumed more responsibilities about the house, I increased their allowances. As the children went into high school Mrs. Du Chanz began to worry about Lucia. She was such a pretty child, and she insisted on going to every dance or party. She only studied when she had to, and as a result they were doubtful as to the possibility of Lucia's graduating when Paul did. Mrs. Du Chanz would have 'spells' of sickness during which Lucia could do nothing. Tears and stamping of feet were too childish now, so she would resort to hysterics. Together with Mrs. Du Chanz's continual scolding, the sudden restraint was not for the best. The child grew sickly and couldn't study. Then Mrs. Du Chanz was frightened and went to the other extreme, and Lucia was soon going to all the parties and dances again. She finally managed to slip through the examinations with Paul's help.

"About this time the Du Chanz's were having financial trouble, and Lucia was asked to help the family. She could not do a thing, and she as much as told them they could not expect her to work, after the life of idleness she was raised in! Paul and Helen took her in hand, and she finally decided to sew. I felt so sorry for her! I am very glad that she has had that experience, however, because it taught her at least a *little*. It would have been dreadful if Paul's wife had not the least idea of responsibility, because Paul has his future to make.

"After Paul finished school, we could not afford to send him to college, and so he went to work. Perhaps his mind was too full of Lucia, anyway. He was taken in the office where his father works, and there he certainly did make progress. He would allow himself only so much money each pay-day, paid so much into the house as room and board, and saved the rest. As a result, he was able to offer Lucia a home that was partly paid for when they were married.

"Lucia, on the other hand, has had to learn from the very foundation how to keep house, and it has been very tiresome and disagreeable work. Another thing that is against Lucia is her selfishness. She never seems to get enough for herself, let alone anything to give away. She seems to resent even the gifts Mrs. Du Chanz and I give the baby. *She should have everything*, according to the way she has been brought up. Of course, it has been harder for her because she is the only child, and so Paul makes many allowances. My children were never troubled with selfishness, but that might be because there were six of them. My Paul will stand for almost anything, but he does insist that little Lucy be raised properly. That seems to be their one source of misunderstanding. Lucia has some vague ideas of correcting chil-

dren, but she thinks that Lucy is too young to start it. She thinks that Paul is too severe and that the method he is using is old-fashioned. Some one has been talking to her about raising Lucy on kindness. Perhaps some children can be raised that way, but not such a child as Lucy is, because she inherits too many stubborn traits from both her father and mother. A good spanking now and then would help her much more than kindness. Leave the kindness for their problems and difficulties.

"Mrs. Du Chanz cannot understand how it is that my children come back and help me on rather hard days while her Lucia has no time whatever for anyone but herself. And you know I cannot feel as sorry as I should, because after all, she is to blame. Lucia cannot do things she has never been taught to do, can she?"

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SELF-CULTIVATION THROUGH HOME STUDY

BY HOXIE NEALE FAIRCHILD

EDUCATION is a never-ending process. The conceited fledgling of the old story, who waves his bit of parchment with the glad shout, "Educated, by gosh!" soon discovers certain flaws in his erudition. Even if he has been one of that small group which goes to college to study, the world continues to revolve after his books have been set aside. His history course has told him nothing of the world war; his geometry professor knew not Einstein; his "survey of English Literature" came to a full stop at Matthew Arnold. And if the bearer of a collegiate diploma cannot afford to rest on his laurels, what shall we say of those who have had only high school training, or perhaps not even that? This man, who has rejected a liberal education on supposedly "practical grounds," finds himself unable to attain a higher rank in his business or profession because he cannot construct a respectable paragraph. This woman, who has sacrificed intellectual opportunities for the sake of her home, finds herself better able to nurture her children's bodies than their minds. Throughout the entire country men

and women are eager for more education.

This demand has not gone unheeded by American institutions of learning. More and more they are abandoning their monastic aloofness for a broader policy of public service. Witness the extension courses* given by many of the larger universities, where mature students may, without matriculating for a degree, obtain collegiate instruction in subjects which interest them. Nor need those who live at a distance from any such oasis of learning despair, for by snatching six weeks from business or household duties they can come to one of the numerous summer schools, and there, in one gorge of happy intensive work, cram down enough mental nourishment to last a long while.

But successful as this lengthening of the educational radius has been, there are still many beyond the outer rim of the circle, many for whom attendance at extension or summer school courses is a physical or financial impossibility. Yet these people

* The correspondence courses of some institutions are called "extension courses," but the term is here used to imply residence courses, open, with few or no restrictions, to the general public.

are no less eager for knowledge, and no less worthy to receive it, than anyone else. How shall their need be satisfied?

The answer to this question may be found in the HOME STUDY COURSES now being offered by several universities. Through these any qualified person, no matter where he lives, and no matter how little free time he has at his disposal, may obtain regular collegiate instruction. It should be observed here that the writer of this article is Supervisor of Home Study Courses in English at Columbia University. He necessarily, therefore, writes with his own institution in mind; yet what he says applies in a large measure to the work of other universities, such as—to mention a few at random—Chicago, Wisconsin, Washington, Oregon, California, North Carolina and Florida.

Columbia's Home Study Department began in a modest and tentative way three years ago, when a few of the courses which had proved most valuable to resident extension students were adapted to the correspondence method of instruction. Since then the growth has been rapid, not only in the number of students, but in the variety of courses. Almost every department of the University now offers instruction by mail, and in some subjects there is wide opportunity for choice. Under the Department of English, for example, are grouped the following courses: Elementary English Composition (high school grade), Fundamentals of English Composition (college grade), Business English, Magazine Articles (elementary and advanced), Short Story (elementary and advanced), Dramatic Composition, Composition of Lyric Poetry, Speech Composition, American Literature, English Literature, Modern Drama, Contemporary English Fiction, Contemporary European Fiction, and Current Literature. Closely associated with the work of the English Department are independent courses in Secretarial Correspondence and in Photoplay Composition.

The departments of Philosophy, Psychology, History, Mathematics and Romance Languages are represented by a variety of

interesting courses, specific mention of which would expand this essay beyond its proper limits. Readers of this magazine should be glad to know that courses dealing with Boy and Girl Scout activities are popular, and that in the spring a course in the study of juvenile literature and in writing children's stories will be offered.

All the courses are equivalent in their standards and in quality of instruction to the work conducted on the campus. The usual procedure is to ask some instructor, whose residence course in a certain subject has proved successful, to incorporate the substance of his teaching in a printed syllabus, which with the necessary text books, serves as a basis for the Home Study course. Moreover, the exercises sent in by the student are personally corrected and criticised either by the instructor who prepared the course, or by some equally well-qualified member of the university staff. Thus the courses are genuine university courses, and the teaching is genuine university teaching.

Take, as a single typical example, our Fundamentals in Composition. This is the equivalent of a first-year college course, and was organized by a teacher of composition experienced in college and residence extension work. The syllabus is divided into thirty lessons, corresponding to the thirty weeks of the average academic year. Each lesson contains a discussion equivalent to the remarks the instructor would make in the class-room, an assignment for study, and an assignment for writing. The student first reads and digests the discussion. Next he studies assigned pages in the text-books provided with the course, and generally answers some questions in a notebook which he is expected to keep for his own benefit. Then, most important of all, he prepares the assigned theme or themes and mails the material to the University, using envelopes provided for the purpose. The instructor corrects the written work, and returns it to the student with a personal letter of criticism sufficiently full and explicit to make clear the merits and defects of the exercise. Thus the work goes on from lesson to lesson.

With the inevitable exception of recitations, all the elements of a residence course in composition—lectures, text-book study, theme-writing, correction and personal criticism—are represented in this method of instruction. And it may be said that this description, naturally with certain minor variations, applies to all Home Study Courses.

Since these courses aim to be as widely serviceable as possible, the requirements for admission are flexible. Actual fitness to study a certain subject is regarded as more important than the amount of previous formal education. No person who can prove that he is worth teaching, and who can pay the reasonable fee, is turned away. There are no bars to these pastures.

Nor do we forget that our students are busy people, with much else to do besides study. A full calendar year, if necessary, is allowed for the completion of a course. Lessons need not be submitted at fixed intervals, though regularity in this respect is urged. One may register in a Home Study Course at any time, winter or summer, and begin work without delay.

The feeling against correspondence courses wittily displayed by Sinclair Lewis in *Babbitt*, is shared, and rightly, by many intelligent persons. The field has been entered by a host of vulgar and unscrupulous charlatans, who claim to be able to perform miracles far beyond the powers of the legitimate educator. But from the fact that a thing is often done badly one should not infer that it may not be done well. It would be a calamity if the public should even for a moment confuse the catch-penny devices of these "medicine-men" with the sincere and thorough instruction now offered by so many of our leading universities.

To the best of correspondence courses, objections may properly be made. They should seldom or never be taken by those who can study in residence. Lack of personal contact is the greatest obstacle, and it cannot be blinked. Besides, to obtain a complete education by mail is a long and laborious process. We advise students not to take more than two courses at a time,

and even two is sometimes one too many. The work requires no little will-power on the part of the student. He never sees his instructor, he feels no spur of competition with other students, his daily tasks crowd in upon him, and he is continually tempted to procrastinate.

For these reasons Columbia adheres to a policy of granting no academic credit for such work. It is intended for mature and purposeful students whose formal education, be it much or little, is over, and who wish simply to broaden themselves by pursuing some subject for the sake of knowing that subject, without thought of points or marks or semester-hours. If we granted credit the courses would immediately be flooded by a very different type of student, many of whom would be too immature or too intent on amassing credits to work successfully by correspondence. In this respect Columbia differs from most other institutions that offer similar courses. At State universities, totally different problems arise and are met in a different way.

Though Home Study Courses are adapted only to a rather special type of student, it may be urged that to that type they offer several advantages. The lack of personal contact is often counterbalanced by the large amount of personal attention. Our universities today are so crowded that the individual student receives only a very minute share of the instructor's time. In Home Study Courses the share is much greater. The instructor talks, in his letters of criticism, to one person only, not to a highest common denominator of American student. The teaching is more like private tutoring by mail than like class-room instruction. The length of time over which the work extends, too, is a sheer gain for the busy person. He is not tied down to a schedule. When his other duties slacken, he can spurt ahead with his study; when household cares press hard, he can lay his books aside for a while. Those who feel a distaste for the hustle and turmoil of campus life, find quiet work at home better suited to their temperament. With Home Study Courses the work of education goes on without interfering with everyday du-

ties, filling little chinks of time with that which we are told is more precious than rubies.

Enough has been said to show that Home Study Courses, when offered by reliable institutions of learning and when taken by those for whom they are designed, can help to satisfy the demand of the public for a

richer cultivation of mind and spirit. Readers of this magazine should sympathize with the aims of these courses, which are intended to make the home a continuation of school and college and to prove that no one can possibly be too busy or too old or too secluded to learn more of the things which make life worth living.



INTERNAL ECONOMICS

BY MABEL B. SIMONS



THE amount of time and money spent by mothers and housekeepers in the study of nutrition is used very wisely, not alone because they like to be posted on a matter so often mentioned, but also because we must realize that it is real economy to buy right foods, and an expense and an extravagance to buy improperly. We mothers would not think of purchasing silk for house dresses to work in, nor for school or play clothes for our children. There are proper materials for every purpose, and we take pride in knowing what to get at the drygoods store for clothing or for household supplies. We are glad to know what to get for dressing the children warmly enough in the winter, and to keep them cool in summer.

We have not, however, put the same amount of time or thought into the planning of supplies for our bodies inside—the kind of food needed for repair, for providing sufficient heat in cold weather, and keeping cool in summer. We do not think about buying food which will give us strength and endurance, or cause the proper elimination of waste materials from our bodies.

All of us have seen stunted children, and we realize that in most cases they should have had different care when they were younger, to make them grow. Perhaps they needed more fresh milk, for instance. It is our business to know what that milk would be expected to do for them. Plants and animals thrive on proper nourishment and care, and the well-nourished children are the ones who later "make good" in life—a task so hard for those in poor health.

In the public schools of some cities, just as they now have supervisors for teaching

art and music, a supervisor of nutrition also is devoting all her time to teaching the children what foods they should eat for each meal, and why these foods are good for them. These supervisors arrange, occasionally, in some of the store windows, exhibits of the proper meals for school children. Certainly the engaging of a competent, well-educated young woman, trained along the lines of the proper nutrition of children, is not an expense, but an investment, because the children will learn from her how to spend their food money in later years for the things which are best for them. They will unconsciously learn to enjoy the right foods, and of course buy them more wisely throughout their lives, and much illness and expense will be saved.

There is so much material available in books and magazines that mothers, especially, can find little excuse for not learning the fundamentals, at least, of proper nutrition, with the aim of having the healthiest, happiest family in the neighborhood. The children will be thankful later, and the money and time invested in such study will soon be lost sight of, for it is buying a satisfaction that no other expenditure of that amount could bring to the family.

"An army travels on its stomach" is the old saying, meaning, of course, that if soldiers do not have the proper kinds and amounts of food, they will not have the strength and endurance they need. The same thing is especially true of children, and the more successfully a mother learns how to plan the meals, and plan them wisely, three times a day for fifty-two weeks in the year, the more does she show her real, practical love for those entrusted to her care.

That Boy of Yours

WILL HE BE AN ASSET OR A LIABILITY?

THE most valuable assets any boy can have when starting out in life are character and the ability to do things successfully. The average boy possesses certain physical and mental powers which, highly developed and effective, will lead him on to sure success or which, poorly developed and ineffective, will limit him, hold him back, and doom him to drudgery and failure.

It is a personal matter, and right now is the moment to

FACE IT FRANKLY AND SERIOUSLY

Your ability to develop your son's mental and physical powers to their fullest value, and thus produce the results for which you aim, is unquestionable; and *what you do or fail to do at this time will determine absolutely his place in the world*. Willing or unwilling, the responsibility is yours, and yours alone.

There is no longer any uncertainty on the question of character building. Experts are in perfect accord as to what will make for success and lack of what will bring about failure in life. If you will but reach out and avail yourself of it, there is at your elbow a perfect means of making that boy of yours a successful man—a means of insuring his future, and a means of insuring your perfect peace of mind with regard to his welfare in the years to come.

The Great War exhausted millions of men and women by the supreme effort which it demanded of them. It deadened minds and hearts, and a disastrous reaction against any kind of effort set in. The recovery has been slow; but now the world is clamoring again for young men of energy, initiative and ability, who can lead and command. It is offering them splendid positions, opportunities for noble service, large incomes, and there is

NO QUIBBLING OVER THE PRICE

There is one chance in a hundred of your boy failing to qualify for one of

these exceptional positions if you will start right now to teach him the elements of success. You can do it. Your years of hard knocks, your recollection of the shipwrecks and failures of your boyhood pals and others, whose mistakes have come under your notice, and your mature judgment, eminently designate you as the best person in all the world, not only to make your son's boyhood glorious, but to send him across the line into the race of life with a flying start.

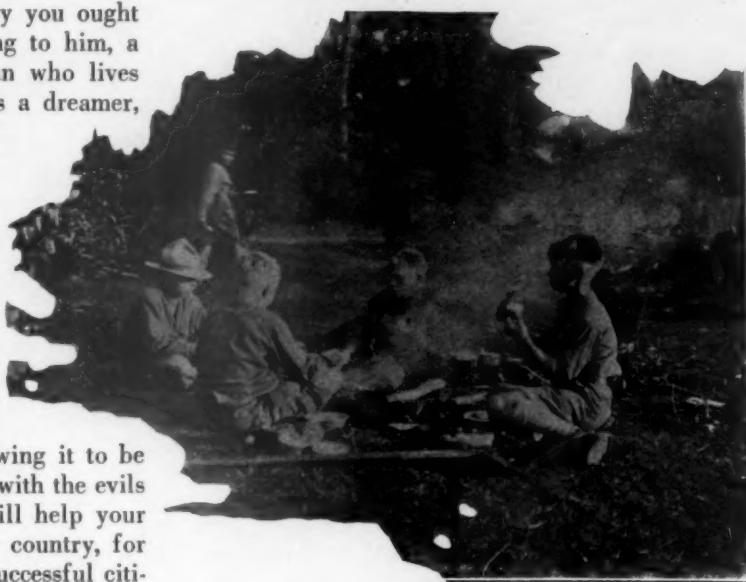
SUCCESS DEPENDS UPON CHARACTER

and character is made up of HONESTY, INDUSTRY, THRIFT, COURAGE, ACCURACY, THOROUGHNESS, PATIENCE, STICK-TO-ITIVENESS, ALERTNESS, LOYALTY, COURTESY, and COMMON SENSE. The question that you must answer, and answer honestly, is: "Are you doing your utmost to develop these qualities in your boy?" Life is too short for a hit-and-miss training. Before you know it your boy will have reached the years of manhood and the foundation of his character will be fixed for good or ill past all chance of change on your part. Plan your campaign for the boy's development as carefully as Foch planned his. "As the twig is bent, so the tree's inclined."

WOULD YOU LIKE TO LIVE YOUR LIFE OVER AGAIN?

None of us like growing old, you no more than the rest. Ponce de Leon was typical of all his fellowmen when he searched for the Fountain of Youth. He journeyed across the Atlantic which in those days was a journey equivalent to a trip to the South Pole in these days. He did not find the Fountain of Youth. Many of us think that this fount was a myth. It was not, and had Ponce de Leon searched in the right place he would have found it. It was right in his own household and he could have drunk of its waters and received the benefit of their powers had he been a chum to his own boys. *You can renew your youth in the life of your boy.* You

can make him the boy you ought to have been by being to him, a true father. The man who lives in the future alone is a dreamer, the man who lives over again the past is old, the man who lives in the present with the youth of the day is young. Construction, not destruction, is the watchword of progress. By constructing your boy's character instead of allowing it to be destroyed by contact with the evils of this world you will help your community and your country, for your boy will be a successful citizen. The training of your boy is a duty; it is more than a duty, it is a privilege and a pleasure, with which no other



From Boy Scouts of America.

form of recreation can compare.—Contributed by the Father and Son League.

*Glad that I live am I;
That the sky is blue;
Glad for the country lanes
And the fall of dew.*

*After the sun, the rain,
After the rain, the sun;
That is the way of life
Till the work be done.*

*All that we need to do,
Be we low or high,
Is to see that we grow
Nearer the sky.*
—Lizette Woodworth Reese.



From a Teacher's Viewpoint

DEAR EDITOR:

SUPPOSE the parents in a community were to suggest to the doctors that they organize a Parent-Doctor Association for the proper discussion and study of the practice of medicine and surgery as it affected children. Would the doctors unanimously decide to become ardent supporters of the movement? What objections might be raised? Apply the same supposition to the lawyers, to the dentists, or to any group of professional

people who work with children. Have you the arguments at hand to prove that such an organization would work immeasurable good to them in their work? Most teachers consciously or unconsciously propose that question whenever they consider the Parent-Teacher Association idea. Are the situations comparable?

Teaching is a profession. Surely the members of a profession assume that they are qualified for their positions by training and experience. They look for direction

and guidance from the masters in their own group who are specialists in education. Most teachers resent interference from any source, but accept suggestions as willingly as any of the professional class. Moreover, they follow orders from the proper persons better than the average worker. Deep down in their hearts they know that they are experts in the Child-Welfare business. What complications will arise when the public is entertained within the ranks with a voice in educational matters?

Few teachers really know the patron on a man to man basis. Most introductions come by way of complaints. Naturally there is a distorted notion of the parent idea toward the school. With a few exceptions the teacher goes through the year in spite of criticism. Seldom is she fed upon compliments. Theoretically she should believe in parent co-operation, but in too many cases she has been soured by seeing the one side only. No doubt hundreds of rather good teachers really believe that their position depends upon how well they "please" the public. Not that they let that belief direct their policy and work to any great extent, but the very fear of public sentiment introduces a reaction against any co-operative organization. And yet that very situation is the first big argument for teachers in a Parent-Teacher Association.

Now the teacher who has had Parent-Teacher Association experience has too often failed to see the real purpose back of the movement. Usually she has been wholly absorbed in the mechanics of keeping the thing going. On her has devolved the responsibility of the "exercises" for meeting after meeting until she feels like an overworked ring-master. If her enthusiasm has not carried her this far in working for the association, she is quite often the center of a storm of protest. No group is more ready to censure the non-participating teacher. Naturally the teacher feels keenly this readiness to criticise. She deems it unjust and perhaps it is so.

Why should the heavy work fall upon the teacher's shoulders in keeping a

Parent-Teacher Association going? Where they are succeeding, you hear of the good work of some ambitious patron or superintendent, and where they are failing, you hear of the lack of interest and support on the part of the teachers.

At a recent Parent-Teacher Association meeting, the members of the organization decided upon social activities and athletic features for the young folks two evenings each week. The matter of adult supervision was easily disposed of. A teacher was appointed, notwithstanding her protests, and urged to back up the movement. There was absolutely no thought of extra remuneration and quite a few patrons were really provoked that the teacher should consider voicing an objection! "Is not the teacher the servant of the public?" "Don't the patrons pay the taxes that put the bread and butter in the teacher's mouth?"

If a person were to persist in telling a doctor how to conduct a case, he would soon need a new doctor. No one succeeds very well in advising the average lawyer how to handle a suit. Even dentists seldom receive graciously suggestions which infer that they need guidance in their chosen field. And yet there are few adult members of any community who do not feel entirely qualified to criticise, suggest and even direct the work of a teacher. Some teachers feel that a Parent-Teacher Association is a cut and dried opportunity for the parents to introduce adverse comment, hence they are not anxious to foster the movement.

No matter what the attitude of the teacher *should* be, it is usually built upon indifference, fear and lack of understanding when it is opposed to the Parent-Teacher idea. To have the patrons disavow any intent to harm would be humorous, but not helpful. What can be done? Why not a real determination to *clean house* on both sides and get together for the sake of the children?

Begin with the organization. If there is a tendency to get the teacher on the defensive, there is something wrong. The Parent-Teacher Association is a student organization to study Child-Welfare. It has

no legislative or executive authority where teachers are concerned, and should be pledged to support and defend the teacher-members of the association if they are working at all consistently with modern educational practice. The teacher should feel able to turn to the Parent-Teacher Association for fair vindication when unjustly assailed, and for sympathy when unfortunate enough to have erred. In fact, she should never have to face trial and condemnation from these her friends with whom she has voluntarily associated. This does not mean that an association should condone the mistakes of weak teachers, but it surely does mean that, for the sake of co-operation, it should not sit in judgment.

Just think what it would mean to the movement if every teacher felt that the association was organized to help him or her individually! If one of the aims were expressed thus: "To appreciate the efforts of the teachers and to support them in their work," there would be an appreciable increase of Parent-Teacher Associations. Now, although that aim has not been stated before in so many words, it has been in the minds of the promoters since the inception of the movement. Because it has not been definitely felt by those for whom it was intended, it has not had the recruiting power that it should have had. It is time to harness it up.

The teacher who has any justification for staying in the profession should be doing things. Moreover, she should be well enough acquainted with what she is doing, why she is doing it, and how she is doing it, to tell the public about it. So long as she is assured of the friendly attitude of her association, she should be proud to explain her contribution to the development of childhood, and she should feel complimented that any group honors her with the opportunity to discuss her life work. On this basis alone will she feel that she is appreciated by her friends.

Surely it must be embarrassing, not to say deadening, for teachers to have to face a series of meetings wherein the speakers bring a continuous array of new things without reference to local achievement.

The inference that so much is not being done is so apparent that the teacher soon thinks that she sees a sinister motive back of it all. Surely the wisely handled organization bases its program on actual conditions and develops from that point. A continual reference to "what we are doing" may fan the egotism but it strengthens co-operation.

After all, the whole thing is wrapped up in a spirit of good intention. When the teacher realizes that the Parent-Teacher Associations are an asset and not a liability; when she clears her mind of the fear that they are "loaded with dynamite"; she will be an enthusiastic adherent. As soon as she finds out that she can get her dreams, her aims, her realizations before a group that will be willing to say "Well done," Parent-Teacher Associations need never doubt her support. Her trouble has been that heretofore she has thought herself a contributing member only, whereas she is the largest direct recipient of benefits. But since she is not likely to see this, it behooves the other members of the Parent-Teacher Associations to go out of their way to give evidence of their good will, appreciation and support.

Assuming that good will abounds and that understanding has replaced petty fear, what can the teacher reasonably expect from a Parent-Teacher Association? Co-operation between home and school has been described. She will have a chance to gauge popular opinion and to mold public sentiment. She will realize the fact that after all, the child-welfare proposition has innumerable phases outside the school game, and that she can also work-through other channels if she so wishes. She will learn more about her life work from another angle than she ever surmised. Once realizing all this, she will wonder how many trivial objections could have seemed great enough to make her a confirmed objecter. She, too, will be enthusiastically in favor of the "get-to-gether movement" for the boys and girls of America.

Very truly yours,

JAMES KILLIUS,
Johnstown, Pa.

CONGRESS AND THE SIX P'S

BY ELIZABETH TILTON

Chairman of Legislation, N. C. M. of P.-T. A.

CONGRESS has adjourned. Our Six P's are, however, still with us.

Peace—One item of our Peace Program received attention. President Harding recommended participation in a World Court of Justice, but nothing was done.

Public Education—President Harding also recommended a Welfare Department to include among other Divisions, Education. The National Education Association objected to this disposition of Education. Congress did nothing.

Protection of Children—The Child-Labor Amendment all but passed, but was crowded out at the last moment.

The fact is that we are working for what is called general legislation, and this has to wait till Special Interests groups are cared for—tariffs, rural credits, etc. The Voight Bill (Filled-Milk Bill) which had behind it a Special Business Interest, passed.

Immigration—This is a coming subject and your chairman recommends discussions in your meetings in 1923-24.

We have been approached by those who would let down the bars of immigration in order to bring in cheaper labor.

We have also been approached by those who would still further restrict immigration by allowing entrance annually of a quota of 3 per cent of each nationality already here, the quota to be reckoned from the number that was here in 1890. Reckoning it thus brings in a larger proportion from northwestern Europe, fewer from Asia.

Education has to do with what happens to a child after he is born, but immigration has to do with what child gets born. If we take in "half Asia," can we prevent lowering conditions to "half-Asian Standards"?

That is the question raised by those who would further restrict immigration.

Peace and Prohibition need help. President Lowell of Harvard notes a great lack

of aggression and confidence in the world today as regards moral issues. People seem baffled and hesitate. This gives reaction and selfishness its chance to grow. Every member of our Parent-Teacher Associations should consider herself a committee of one to speak up for peace, for Prohibition, for public education, for public health. The world looks to us for moral leadership, but moral leadership does not come from knocking every good movement of the time, from saying whenever Prohibition is mentioned that it can't be enforced and whenever peace is mentioned that wars are inevitable. Let us join the speak-ups. Our causes can go forward today and we can regain our moral leadership if only we will rally the faith and hope that is in us and speak up for it on every occasion. I hope you will pass this message down the line.

Let us inform ourselves. A Presidential election is coming. Special interest groups, in their perfectly natural desire to clear the road for special interest political platforms, will probably endeavor to reduce the programs of the women's organizations to political nothingness, or to such matters as gardens or spiritual values of women, unapplied to any vital moral issues, etc., etc.,

A baffled world needs spiritual values practically applied: action, not retreat or evasion. Let us "press with vigor on," remembering that we have espoused the causes of peace, of Prohibition enforcement, of public education, and public health in calm judgment, and that we cannot be stamped out of these in the interests of political groups.

Let us keep our rudder true, undisturbed by noisy minorities working to restore the liquor traffic, to retard public education, or set up a policy of isolation among nations. Don't heed newspaper squalls.

Be serene! Be brave! Speak up on all occasions for the great humanitarian measures you have espoused. Be for the things that made the race survive!

Department of the National Education Association

WHAT'S WRONG WITH THE SCHOOLS?

BY JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association

WHO'S Who in America" lists Henry Smith Pritchett as a noted astronomer and a director in a leading railway company. He has also been president of Massachusetts Institute of Technology and is now president of the Carnegie Foundation. These connections testify to Mr. Pritchett's general ability, but they do not necessarily qualify him to rank as an expert on the public schools. Yet in spite of his scientific training as an astronomer and without adequate study of available facts, he criticises the public schools at the two points where they least need criticism. First he declares that the cost of education has become overwhelmingly burdensome. Second, he assigns as the chief causes of this excessive cost that too many children are in school who should be in industry and that enrichment of the curriculum has gone too far. Let us see why these statements are false.

The national income in the United States for 1920—the latest year for which figures are available—was seventy billion dollars. The total cost of education for the same year was slightly over a billion dollars, whereas other Government expenditures amounted to \$8,884,000,000. Can a Nation as wealthy as the United States—a Nation whose wealth has come largely in consequence of universal education—afford not to spend one-seventieth of its increase to maintain the intelligence of its people? We are not under obligation to raise giant pyramids of gold to amuse the next generation. No amount of material wealth that we can pass on to them will take the place of education and sound character.

Misstatements on the cost of education are readily accepted by many. They cause legislatures to refuse money to raise sal-

aries of underpaid professors in their universities. They will cause thousands of public-school teachers to get a hundred or so dollars less next year. Tax dodgers may easily hide behind mountains of figures, which appear to show excessive costs. Why? Because there *seems* to have been an increase in the cost of most things, but the relative proportion of our income spent for them has not greatly changed. *It is the value of money that has altered.* For example, we spent one and thirty-six hundredths of our National income for education in 1910 and only one and forty-eight hundredths in 1920. There would be room for criticism indeed had not the quality of our education and the number of children reached increased far in excess of this slight increase in cost. We are getting all that we pay for and more.

The argument that too many children are in school and that the curriculum is too rich is even more absurd than the misuse of figures. Our secondary schools and colleges have had relatively large increases in enrollment. The increases look big to Dr. Pritchett, so he would solve the problem simply. Close the doors! Most of our children when they are ready to enter high school have reached the age of twelve or fourteen. Shall we cut them loose to walk the streets or turn them into industry? Dr. Pritchett would reply, "All but the gifted." Is it not really the less gifted who need the schools most? Is it not they who need the increased training and the longer period of personal guidance and inspiration?

Is the curriculum too rich? What shall we make of this demand that we abolish the enriching activities? What is the reason back of the "enriched curriculum?"

Merely this. In the dry, dull days of long ago the schools drilled hard on the three R's. Those were simple times. The three R's were enough. A simple home and community life gave the child many things that are now denied him and in turn required of him less than the complex life of our time. With the three R's mastered and with the incidental education of home and community, almost any boy or girl could get about in a ten-mile-an-hour civilization. But the three R's alone do not equip young people to make their places in a sixty-mile-automobile-radio-film civilization of today. Both homes and schools have done what they could to step into the breach. They have experimented a little—timidly, it is true; not with the magnificent daring of our great captains of industry—but a little. When one experiments he takes chances and registers some failures—Edison does it; so does Henry Ford. That is the price paid for finding a better way.

These experiments are not usually costly. If we could eliminate them all, we would not greatly reduce the cost of education. For example, if forty children are grouped in a decent building under a capable teacher for six hours a day, it costs about as much to teach them the three R's as to give them the richer curriculum. Dr. Ayres recently made a survey of the time allotted to the various branches of study in fifty large American cities. The three R's were being given 51 per cent of the time; history, civics, geography, and science received thirteen per cent; physical training, opening exercises, recesses, music, drawing, and the like received 36 per cent.

Clearly we are not spending too much money on the schools, and the frills are negligible. There are problems to be solved, very serious problems, and the educational statesmanship of the Nation is seeking to get money enough to pay good teachers and research experts to solve those problems. Meanwhile there are perfectly obvious things that both parents and teachers can do to improve education.

For example, take the child's attitude towards grades. We begin on him during his first month in school and we hammer away at the importance of marks through high school, college, university, professional school, and even graduate school. There could be but one result. As a Nation we are grade and degree crazy. We have substituted marks for reality in the lives of our young people. We ask, not, "What did you learn? What do you know? What can you do? What tastes have you acquired? What friends have you made? What is your philosophy of life?"—but, "What grade did you get? Was it an 'A'? Did you graduate with honor? Have you a degree?" Degrees are good and grades are necessary, but let us teach children and young people to be critical of their own work. They should come to know without word from parent or teacher whether they have done well or poorly. They must know this when they get into real life, and the failure to know how to continue to improve themselves and their work is the greatest single weakness of school graduates today. Both parents and teachers can help to change the situation. Children value what their teachers and parents value.

*To every man there openeth
A Way, and ways, and a Way.
And the High Soul climbs the High way,
And the Low Soul gropes the Low,
And in between, on the misty flats,
The rest drift to and fro.
But to every man there openeth
A High way and a Low,
And every man decideth
The Way his soul shall go.*

—John Oxenham.



LANGUAGE CULTURE IN THE HOME

BY ELLA FRANCES LYNCH

LANGUAGE culture, though a work of unsurpassed importance, is really a simple undertaking that can be carried on successfully by parents quite unfamiliar with textbooks on grammar. Analyzing and describing grammatically have no rightful part in our elementary course, which should consist mainly in acquiring a body of words, learning how to combine these words, and practice in using words to express or communicate feeling or thought.

The one factor more than any other that holds back country children is the lack of vocabulary. Human beings speak by imitation and training, not by instinct. A dog which has never heard another dog bark would, undoubtedly, bark himself. But it is certain that a man who had never heard any language would not speak any. In spite of this, I find the idea all too prevalent among school men and women that the beautiful fabric of civilized human language can be erected more naturally and securely in the minds of children from wealthy homes than in the minds of the ninety and nine who make up our public school population. Sometimes I say to a school principal: "Did you ever think of the wonderful work you could accomplish in the first grade by teaching the children fine, long epic poems that sustain thought and put the mind very much on the stretch, instead of the scrappy bits that one finds in the modern graded reader?" Invariably the principal replies: "Your theory of teaching good and serious poems to children of six and seven works out very well with children such as you have in your school, from homes with a rich cultural background, but it would never do with our pupils, who are nearly all the children of working people. We must try to give them what suits their needs." Then I counter with this argument: "The child of six is the child of six, nearly the world over. At that early age your pupils are in the be-

lieving frame of mind characteristic of the infancy of the world. They are standing on the middle ground between man and nature, where feeling is only beginning to glide into reasoning. Their natural language is poetry, just as the language of all primitive peoples is poetical because of their inventive fancy that enriches everything. The love of poetry is never a product of reasoning, but is the outcome of giving the child simple, poetical, image-making language at the time that his soul is hungering for its proper food. Try it for a year and you will learn more about human psychology than is told in all the textbooks ever published."

But the principal does not try it, for such a plan would disarrange the curriculum, and she continues in that pathetic belief so similar to one held in many localities regarding tulips. I wrote to a number of women one autumn suggesting that they plant a few tulips for early blooming. Quite a number wrote to me that tulips, narcissus, jonquils and so on, did not grow in their part of the country. When I sent a few bulbs, with full directions for planting, they followed my suggestions and were rewarded in due time with a bit of heaven in their front yards. In the same way, experience will demolish the argument that there are some little children who cannot absorb good literature.

CITY VS. COUNTRY

I have said that country children are held back because their vocabulary is small. In this one respect, and in this only, city children as a rule have an advantage over country children, since the former naturally acquire a larger body of words without effort, simply through hearing more talk. By taking a little time and thought, country mothers can remedy this and give their children the fullest opportunity for language growth. Though I have criticized the school for pay-

ing too little heed to English teaching of the kind most productive of mental discipline, the failure of the school in this respect is less deadly than the failure of the home. The school at its best cannot give adequate language-training. Genius will not supply the child with a vocabulary. Mere feelings will not teach him to connect words with each other and to apply them with accuracy. Bygone literary ancestors will not ensure his preferring Shakespeare or Irving to the Sunday supplement.

The mother's work along these lines must not be haphazard. I said last month that observation lessons are the foundation of language lessons, and to a certain extent, observation lessons may be depended upon to take care of themselves after the child has been started on the path of discovery. It is a kind of instruction that does not call for a set method, and is done better by studying the way in which animals learn, since sense-training belongs rather to the physical or animal side of education. Not so, indeed, with language teaching, which is one of the chief means whereby the child is led from the lower or animal life into the high realms of the soul and intellect. Our work in this field is of higher and deeper import than the aim to make children entertaining or ready of wit. Such embellishments are very nice and no doubt have a decided cultural value, but their place is not first place. The point is that one's language exercises an influence on his mode of thinking, just as his thinking influences his language, and that the mind functions, or does not function, in an orderly manner according to whether it has been so trained or not. The period which determines mental complexion and mental functioning begins in babyhood and wanes before the age when wise parents place their children in school.

MAKING THE MIND FUNCTION

I am sure that these remarks have already terrified my readers into a feeling of incapacity to "make the mind function in an orderly manner." How I love to construct a heavy-sounding sentence about a perfectly simple matter, place the sentence

on a fence post and throw stones at it! In this pastime I expect the mothers to help me. Let us, for a moment, see how we are making the baby's mind function.

During the first two or three years the child is learning the names and uses of objects within his immediate environment and making little sentences which he should be taught to form correctly. You can teach him to connect words with each other and to illustrate the meanings of simple expressions. It does not take long for a two-year-old to learn such things as: "Lay this box on the table" (or *under* the table). Behind, beside, over, and a few other words expressing relationships are easily taught. You will see how necessary it is that such instruction should be based on the use of objects.

THE MOTHER GOOSE AGE

One of the most practical means of bringing order into the baby mind is the teaching of simple primitive poetry of the Mother Goose kind. Poetry being fixed in form, it answers this purpose as prose cannot do. Besides, the rhythm makes a natural appeal so that the words are easily kept in mind in their exact order, and this again satisfies the childish hunger for repetition and exactness of statement, which is characteristic of the first six or eight years. Now and then some practical-minded person reproaches me for my low taste in commending Mother Goose and her at-times questionable ethics, as well as bad grammar, but I am incorrigible in that respect. I never heard of Mother Goose wrecking anybody's career, even though Tom the Piper's Son got completely away with the pig—worse still, though he *run* instead of *ran*.

If I must add still another plea for poetry rather than prose, let it be that the sense of rhythm is so closely allied to the number sense as to make the acquisition of poetry almost an essential of the foundation for mathematics. Why a scientist has not made a study of this relationship has always puzzled me, yet perhaps it has been done without my knowledge.

Now for children between three and

seven, poetry that describes a series of incidents in the life of an individual, whether animal or human, is the most satisfying. At three and four and even older, the mind is not definitely creating, but it is getting the materials for creating, for image-making. At first, through memory, the child reproduces. Given the right materials and training, he produces, he imagines, he constructs. To this we would lead. Need I repeat here that books are a hindrance, rather than a help, in developing a creative imagination?

TRY SOME OF THESE IDEAS

Here are a few general suggestions which each mother can work over into a method of her own:

Teach many songs and poems indirectly, by singing or repeating them to the child, not like a set lesson. Do not urge him to repeat these until he is ready to do so. As one dear little twelve-year-old teacher said of her young brother: "If you try to make him learn poetry he won't listen at all; but when I just say it to myself like, he listens and says it after me."

Avoid complexity of plan of instruction. It takes a little child a long time to visualize a new notion, and there are many common words that the majority of children cannot visualize. Such a word as *army* is beyond a young pupil's conception. Let him stretch his mind as he will, it does not go out beyond narrow limits—as many men as would fill the yard, or as would reach out of sight going down the road, would be his idea of Napoleon's cohorts.

Do not introduce many ideas into one discussion. Not long ago a friend of mine undertook to teach his eight-year-old daughter some of her country's history. She came to me the next day with a remarkable jumble about George Washington discovering America and getting so mad at an Indian that he dumped all the tea into the Delaware River. It is far better to withhold even the most valuable information than to give it at the wrong time or in too great abundance.

Do not try to make children learn a poem that they do not like. This is one instance

in which the child's tastes are a safe guide. He will like that which fits his present needs. Things that are either too easy or too difficult are naturally rejected by the unspoilt child. That only is worth learning which requires imaginative effort to get hold of it. For this reason Mother Goose is really a work of art.

After the simple verses that answer so well during the first three years or so, try longer selections like "Who Killed Cock Robin?" "What Does Little Birdie Say?" and those portions of Longfellow's "Hiawatha" that deal with the hero's childhood. The boy and girl of seven or eight will relish the next section, describing his graduation "Out of childhood into manhood," with its grand free descriptions of great undertakings and accomplishments.

Teach simple Bible verses dealing with natural things and speaking of God in a simple manner, as: "The eyes of the Lord are in every place, beholding the evil and the good"; "Go to the ant, thou sluggard; consider her ways, and be wise." "Trust in the Lord with all thine heart."

Leave fairy tales until much later than the introduction to animal stories. The tales in which animals talk are very suitable for the home kindergarten period, and the really good old fairy tales will be loved by children from the age of ten onwards.

THE BIBLE AND THE DICTIONARY

The mother does not need an extensive library, but she should own an unabridged dictionary and use it. Her habit of consulting this authority is an excellent example to the child, and when a child has formed the dictionary habit he has one of the surest guarantees of scholastic success. By the age of seven he should be learning to find definitions, if only one word a day, which is something I require of my young pupils.

The capacity to believe is requisite for perfect education. It is a sign of stubborn folly to demand reasons for everything. The child so unfortunate as to lack the capacity to believe has been fatally mis-educated and is denied the opportunity for mind-growth, to say nothing at all about

soul-development. The years between three and seven offer the best opportunity for implanting religious truths without which "culture" is a ghastly farce. If parents and teachers realized more fully the enormous value of religious teaching from the purely material standpoint, such instruction would become as general as face-washing. I need not enlarge upon this fact here, since my readers have only to ponder carefully what they hear in church and read in the daily papers in order to realize their direct responsibility.

A HOME-MADE SCHOLAR

Instead of forever seeking wonderful new methods of education, we shall do well to take suggestion where we find it, particularly from the lives of successful men. In "Schools and Schoolmasters," Hugh Miller gives us a pattern of home instruction that we shall do well to revive. He has this to say for his early training:

"Before being sent to school, I had acquired a knowledge of my letters by studying the sign posts—rare works of art, with jugs and glasses, and bottles, and ships, and loaves of bread upon them, all of which could, as the artist had intended, be recognized. During my sixth year I spelt

my way in the dame's school through the Shorter Catechism, the Proverbs and the New Testament, and then entered upon her highest form, as a member of the Bible class."

This is what he has to say about Sabbath school:

"There was a Sabbath class taught in the parish church at the time by one of the elders; but Sabbath schools my uncles regarded as merely compensatory institutions, highly creditable to the teachers, but very discreditable indeed to the parents and relatives of the taught; and so they, of course, never thought of sending me there."

Hugh Miller, the "stone-mason of Cromarty," was a man of whom the Scots are rightly proud. To his home environment he gives fullest credit for making him not merely a scholar, but an honest, high-minded, hugely industrious man. Yet what his mother and uncles did to inform his mind, can be done in any and every home where this magazine is read.

Mothers who want model lessons in English for children between three and seven or eight, and a few suitable poems, can get them by writing to me. Send ten cents.

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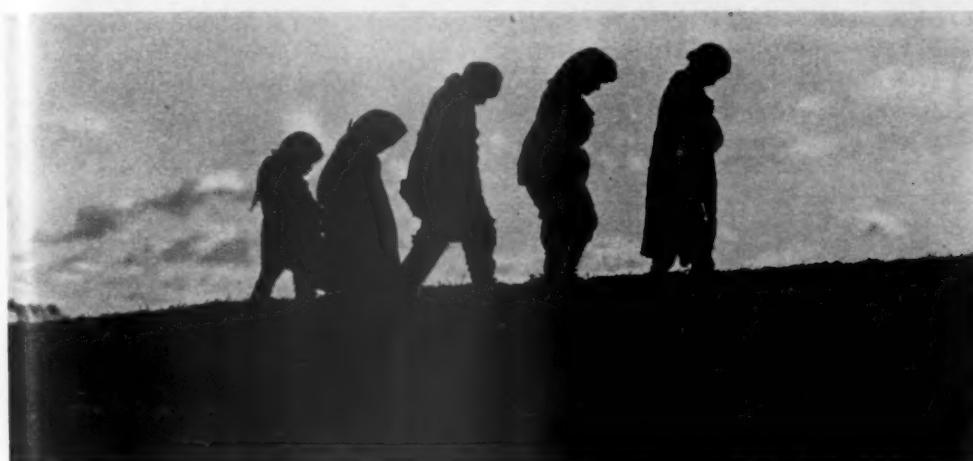
A SONG

*I walk and play beside the little stream
As by a friend: I dance in solitude
Among the trees, or lie and gaze and dream
Along the grass, or hearken to the theme
A lark discourses to her tender brood:
O sunny sky!
O meadows that the happy clouds are drifting by!*

*There is a thrush lives snugly in a wall,
She lets me come and peep into her nest,
She lets me see and touch the speckled ball
Under her wing, and does not fear at all,
Although her shy companion is distressed:
O sunny sky!
O meadows that the happy clouds are drifting by!*

—James Stephens.

Quoted from *Poems About Birds* (E. P. Dutton, Publishers).



THE PLIGHT OF THE NEAR EAST ORPHANS

WHEREVER children are in need of help, there the mothers and the teachers of our country are drawn.

Caravans of children! Hundreds upon hundreds of children—some in native carts, some donkey-back, the majority walking; traveling over rocky plains and up steep mountains, under the blazing sun and through snowstorms. That is what the deportations from Anatolia meant for months and months to 20,000 orphans, wards of Near East Relief.

Now the 20,000—plus several thousand more, for orphans are made every day in the refugee camps—are in crowded Syria and congested Greece. They are packed into all sorts of shelters, some habitable, like the Exposition Hall in Athens, some temporary, like the summer hotels on the Gulf of Corinth which must be turned over to their proprietors before the "season" begins; some utterly unsuitable, like the abandoned warehouses where the choice sleeping places are tiers of vegetable bins.

The children are waiting, waiting, not only for permanent roofs to cover them, but for the re-establishment of schools and of the industrial departments in which they made their shoes and clothing out of the old clothes bundles sent from America and learned trades and crafts destined to make them self-supporting.

The situation marks a crisis which has made an extremely heavy emergency de-

mand upon the Near East Relief treasury. That is why Mrs. Percy V. Pennybacker, former President of the General Federation of Women's Clubs, is heading the National Woman's Committee which is pledged to provide for the expenses of the transfer of the children and their readjustment to life in new lands.

The committee is made up of a group of prominent and efficient "unofficial" women and of the executives of almost all the national women's organizations in the country—representatives of about 11,000,000 organized women. It is a privilege as well as an opportunity for the women of America to answer this cry for help in a field peculiarly their own.

The Near East Relief is endorsed by President Harding, by churches of all creeds, by fraternal, civic, commercial, educational and social organizations. Since its inception it has saved more than a million lives. A large portion of these people are now self-supporting. Forty-four fully equipped hospitals have been established, together with clinics and child-welfare centers. The greatest work of the organization, however, has been in the care of the orphan children whose parents have been massacred or deported. Today there are 125 orphanages, the largest of which, at Alexandropol, houses 17,000 children. Within the orphanages, the Near East Relief aims to give the children a fundamen-

tal education combined with industrial training, stress being laid on the perpetuation of the native industries. These boys and girls under American care are developing into stalwart, self-reliant men and

women, well skilled in those arts and crafts which alone can bring peace and prosperity to the long-suffering Levant. They are the potential leaders of a new era in the Near East.



"I DUNNO"

BY MARIETTE TALBOT WOOD



THE first grade children were having a delightfully interesting time. Little hands were busily working with paper, pencils, and scissors. Quietly the little teacher walked among her pupils, giving a little help here and there, encouraging the awkward ones, and in her low, pleasant voice, admonishing those whose work was carelessly or too hastily done, and commending all sincere efforts.

And what was this absorbing thing that made them, pupil and teacher alike, forgetful of all else save the task at hand? They were making Easter bunnies, large, almost life sized bunnies, with which to appropriately decorate their schoolroom. If their work was well done, so the teacher had told them, the bunnies were to be pinned to a string in a long, straight row beneath the blackboard.

As the construction period drew near to its close and most of the children had completed their work, the teacher seated herself at her desk, relaxing her tired body, but intently watching the movements of the children before her. With deep satisfaction she saw her orderly little people, with scant confusion clearing their desks, putting all materials in their proper places, and accumulating the scraps of paper to be dropped into the waste basket as the monitor passed down the aisles. From various parts of the room, bright-eyed boys and girls held up their finished bunnies for her to see, and waited their teacher's smiling approval. Verily seven months of careful training had wrought wonders!

Suddenly, like a bomb in their midst, and shattering the composure of their peaceful schoolroom, an excited voice cried out, "Johnny has torn off his bunny's ears!"

With calm sternness the teacher bade the guilty Johnny come to her desk. Slowly he arose from his seat, slowly he

came forward, and reluctantly, with sullen, averted face, stood before her. Amazed at his vandal act and wondering how he could so displease their beloved teacher, the class sat in breathless stillness, waiting the outcome. Kindly, almost sadly, she spoke,

"Why, Johnny, how could you be so cruel to a dear little Easter bunny? Why did you do it?"

With downcast eyes, Johnny stood rubbing the sole of one shoe on the toe of the other. The moments were lapsing. She touched his arm gently to remind him that she was waiting for his answer. Finally it came in mumbled tones, "I dunno."

"I dunno." Familiar words! What mother or teacher has not heard them many times? The little teacher sat reflecting. With a sudden realization it came over her that the child was neither stubborn nor evasive. He had spoken the truth. How could he explain that impelling force which caused him to destroy his handiwork before it was hardly completed? The impulse came, he acted upon it. Older and wiser heads than his could scarcely have interpreted the reason. Destructive? Yes, But thoughtless, not malicious. In the depths of her soul she was thankful and glad that she understood.

"I know you don't, Johnny," she said gently. "You just *did* it. And you didn't think then how sorry you will be when you see all the other children's bunnies on the wall, and yours not with the rest."

Returning to his seat, Johnny saw a beautiful bunny lying on each child's desk that he passed, ready to be taken up by the appointed collector and placed on the teacher's desk. Arriving at his place, he looked down at his own bunny, disfigured, bereft of its ears. Gone was the rebellious expression from his face. There were tears in his eyes.

This month the Editorial Chair is occupied by the Past-President of the National Congress of Mothers and Parent-Teacher Associations, so that she may give the Valedictory on the Commencement Day of her administration, as well as the Salutatory for the Class of 1923-1926.

The Aftermath

By Katharine Chapin Higgins

JUNE is the month for graduations and commencements, the month when great changes are to come to pass; the younger children in school are to step up into the next grade and the senior boys and girls at the high school are to give their valedictory addresses, utter their class prophecies, sing their class songs; and at this gay farewell session they will suddenly wake up to the appreciation of the great advantages they have enjoyed, and which now, at the end of their school days, they suddenly realize they are leaving forever. However, their ambition for the future, be it college or normal school or business, will seem so worth while to them that their present grief will soon be forgotten.

Commencement necessarily means change, and your retiring President is giving this aftermath as her Commencement Message.

To you who have so patiently accompanied her in spirit and imagination, visiting with her the state conventions, district conferences and local association meetings in the various States, she brings the assurance that your sympathy and encouragement, manifested by kindly telegrams and helpful letters, have enabled her to carry the spirit of helpfulness into almost every state in the Union. She takes this opportunity to express her thanks for the cheering welcomes that have everywhere greeted her, the bountiful hospitalities she has received, the lovely drives through the country, the original P.T.A. songs, the enlightening and encouraging reports of work accomplished, and the optimistic outlook she has everywhere found prevailing.

The greatest satisfaction your recent President has derived from this intimate knowledge of local conditions has been the masterful way in which the members of the associations have grasped the problems brought forth by the rapid development of inventions and their accompanying complications in this marvellous twentieth century; steamships, trains, automobiles, telegraphs, telephones, and now audiphones, wireless and radio messages have so far annihilated time and space that the world of today is a new world, and demands the keenest understanding and discrimination on the part of the present generation to wisely guide the coming one to adjust itself to its rapidly changing environment.

In view of these great forces which increase the power of individuals, groups and organizations to influence the people of the world, it is necessary for us to understand the relationship of our organization in the making of a generation which shall be fitted to deal with these problems. No man today liveth to himself. Each individual, each family, each group, each town, each state is inevitably connected with the whole world.

The National Congress of Mothers and Parent-Teacher Associations is reaching into the farthest corners of this nation and is overflowing into other lands. Our rapid growth during the past three years has been due to the awakening of parents and teachers to the dangers that threaten our democratic government, and to their realization of the necessity of organized mutual effort in the development of the youth of our country.

In a letter recently received from one of our workers, there is related an incident which shows so well the power of home training and the ability to fight for the right

that I will quote a paragraph. "A short time ago a child found that her class-mates were cheating. Without even mentioning the matter to her parents, she took the responsibility of stopping it. She didn't go to the teacher, but to the girls, one at a time. When she got through with them, some were weeping, but all promised her to quit it." There is great encouragement to leaders when they find that the eternal principles of right are so well planted in the hearts and lives of the children that their words and actions are ruled by them.

The natural affection of parents for their children, their eagerness in coveting earnestly the best gifts for them, physically, mentally and spiritually, united with the sacrificing zeal of the wise, well-trained teacher, constitute the greatest power in the world in the molding of the next generation. Character formation is slow, but these two organized forces, working together in every home and every school, meeting regularly every month for discussion and new light on special problems, make a mighty force for concerted action which cannot be overthrown, and that will result in producing a nation of citizens well fitted for their task in this, the most trying period of the world's history.

Our organization is exceedingly fortunate in securing also the aid and endorsement of the U. S. Bureau of Education and the National Education Association. During the past several years, many requests have been received from universities and normal schools for Parent-Teacher courses to be given in connection with their summer sessions. Heretofore we have been able to grant the request for Columbia University, New York, only, but this year we are to include in addition, short courses in connection with normal schools and universities in Tennessee, Georgia, and Massachusetts.

But we are only at the beginning of our great mission. The vision which must inspire every enthusiastic member of our organization is a Parent-Teacher Association in connection with every school, and wise, well-trained parents in every home.

United in this great cause, we, a band of nearly half a million members, greet our new president and pledge her our loyal support.

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

Good news! It is but a matter of days before a Parent-Teacher Association will be organized in one of the Junior High Schools in Auckland, New Zealand, according to a letter recently received at the National Office. The writer of the letter also feels sure that the future holds the probability of an international organization. With Canada organized, a Parent-Teacher Association in the American School in Mexico City, and now one in far-off New Zealand, it looks as though the dream might come true.

Word has just been received that Mrs. Ada Courtice, organizing secretary of the Ontario (Canada) Home and School Association, will attend the National Convention in Louisville.

The New Jersey 1923 Year Book contains an unusually interesting list of accomplishments of the local Parent-Teacher Associations in the state. The reports of the state chairmen are all well worth reading.

It is interesting to note the following in the catalogue of the 1923 Summer Section of the University of Tennessee:

"During the week of June 25th through June 28th, a conference and course for Parent-Teacher Associations will be conducted in conjunction with the Summer Session. This work is to be led by a National Field Secretary and the State President of the Congress of Mothers and Parent-Teacher Associations of Tennessee, assisted by others they may call in. No credit will be given for the course, but much valuable information and inspiration for parents and teachers will be gotten by all who attend. No fee required."

Anyone interested in the subject of Child Labor should secure the report of the Committee on the Judiciary of the Senate—Calendar No. 1192, Report No. 1185. Senator Shortridge prepared the report, which is well worth reading.

In this connection it will be interesting to all Parent-Teacher Association workers to know that

of 312 children 14 and 15 years of age, found delinquent by the Juvenile Courts of Boston, six times as many were from the groups of working children as from those in school.

In the April, 1923, issue of *Our Dumb Animals*, is a picture of our National Chairman of Humane Education, Mrs. Jennie R. Nichols, with a fine tribute to her for the work she has done and is doing for animals.

The U. S. Department of Agriculture has issued a booklet of interest to housewives—"Homemade Apple and Citrus Pectin Extracts and Their Use in Jelly Making." The price is five cents.

The Extension Division of Indiana University at Bloomington has an excellent booklet on "The Community Center," which will be of value to all persons interested in this subject.

In the March issue of *The Canadian Child* are two excellent articles, "The Example of the Parent" and "Physical Training in the Schools." Children will be interested in "A Tale of a Robin" and "In the Days of Dog" in the same issue.

That the Tennessee Branch of the N. C. M. and P.T. A., realize the value of the relations existing between it and the State Department of Education is shown in the following from the March issue of *The Tennessee Educational Bulletin*:

"The State Board of the Tennessee Branch of the National Congress of Mothers and Parent-Teacher Associations at their recent meeting, in Nashville, appointed a committee to select an appropriate gift for the retiring state superintendent, J. B. Brown, as a mark of appreciation of his cooperation in the work of the Parent-Teacher Association of the State.

"During his administration he never failed to give due recognition to the good work done by the Parent-Teacher Associations. A desk in the State Department of Education was arranged for the state president, and a column in the *Educational Bulletin* devoted to the work of the Association.

"A handsome brief case was chosen by the committee and presented to Mr. Brown before he left the office.

"Parent-Teacher Associations of the State wish him well in whatever work he may undertake."

In the catalogue of the Summer Session of the University of Tennessee, 1923, appears the following:

PARENT-TEACHER CONFERENCE AND COURSE

"Is. The following topics will be studied and discussed: Aims and Purposes of the Parent-Teacher Association; its history and work; how to organize and conduct an Association; Parent-Teacher leaders; the work of an Association in the community, in the churches, schools and home; its co-operation with local and county school officials. June 25th through June 29th. No credit. No fee. Mrs. Carberry, Mrs. Crutcher, Miss Lynn, Dr. Curtis, and others. (Hours to be arranged.)"

Parent-Teacher Association workers will be proud of the record of one of their members, Mrs. C. B. Simmons, who is a member of the Oregon State Legislature. An account of her legislative activity is given in the April issue of *The Woman Citizen*.

In the April issue of *Mother and Child* (532 Seventeenth Street, N. W., Washington, D. C.) appears an article by Mrs. Ira Couch Wood on "The Work of Women in France and England for Child Health," which is suggestive for all who are working for child welfare in home, school, church, and state. This magazine has just issued a supplement, "List of References on Child Health." This list will be valuable to all who are making a special study of this important subject.

In the April issue of *School Life*, published monthly by the Bureau of Education, Department of the Interior, Washington, D. C., appears "Principles and Types of Curricular Development." This paper was read before the Department of Superintendents at their recent meeting in Cleveland, Ohio. Many Parent-Teacher Association workers will be helped by this article to understand the relations between school subjects and affairs of life. Another article in the same issue, "Make Washington Schools the Nation's Model," is also illuminating.

CORRECTION

The report in the April issue of the affiliation of the Tennessee Congress with the State University brings this interesting note showing that Indiana had been first in this splendid co-operation. What other state has made this forward step? We need to know more of our Congress history.—EDITOR.

In October, 1919, the Extension Division of Indiana University opened a Bureau of Parent-Teacher Associations to give more direct service to all parent-teacher Associations of the state. The Indiana Parent-Teacher Association functions through this bureau. State headquarters of the association are in the Extension Division and a member of its staff acts as executive secretary of the association. Materials of the association are kept in the Extension Division files and clerical help is given by the division.

Pamphlets, leaflets, and letters on various phases of the welfare of the children and printed matter of the association are distributed by the division, using postage of the association. A mimeographed bulletin is sent each month from the division to local associations affiliated with the state association. The Extension Division acts in an advisory capacity to the association on questions of general policy and specific undertakings. Advisory service is also given local associations.

NEWS OF THE STATES

COLORADO

PARENT-TEACHER ASSOCIATION IN CHURCHES
MRS. H. R. SHAW, CHAIRMAN

The Educational Committee of the Colorado Sunday School Association has held a recent conference with some of the leading educators of our state. The topic for discussion was the "Moral Status in Colorado." A Findings Committee was appointed, consisting of Dean E. A. Cross, Colorado State Teachers' College, Greeley; Prof. B. F. Coen, State Agricultural College, Fort Collins; Assistant Superintendent of Schools, William H. Smiley, Denver; Superintendent A. H. Dunn, Fort Collins; Superintendent C. H. Allen, Idaho Springs.

After three full sessions of work, a very important report was submitted by them, of which the following are the outstanding features:

1. As to the moral status in Colorado, the conference desires to call the attention of all who are interested in improving the moral status of youth to the following ways in which environment may be improved. If adult citizens realized as fully as they ought the influence of example upon keenly imitative youth, they would not, for instance, tempt their fellows to break the Eighteenth Amendment, state laws or city traffic ordinances.

Fathers and mothers can do much more than at present in inculcating strong feeling early regarding the sanctity of moral obligations.

The press can help profoundly by cutting out the headlines that parade immorality and crime, replacing the same by putting the stamp of headline approval on heroic examples that appeal to youth.

The great value of visual instruction and the subtly insidious harm of certain screen plays suggest that communities should exercise great care regarding the character of films they allow to be displayed.

It is the belief of your committee that a secure and adequate basis for morals can be found only in the teachings and sanctions of religion. Lacking such a basis, any system of morals is in danger of becoming unstable and provincial. But with this basis, morals become in essence definite and universal. We believe also that it is a necessary corollary that the great truths and principles of religion can be rationally organized and satisfactorily taught; that the great agencies to this end are the home, the church and the school; and that only as these three shall co-operate intelligently and effectively in their efforts shall society be able to meet successfully the difficult problems of our complex life.

LEGISLATIVE NEWS

The Board of Directors at a recent meeting voted unanimously to endorse House Bill No. 284 concerning the Traveling Library.

Many of our 15,531 members live in rural communities where the Traveling Library is greatly prized and where it is of untold benefit.

They also voted endorsement of Bill No. 406, which is known as the Certification Bill. The passage of this measure would be the means of simplifying the work of certification and lessen the expense.

Senate Bill No. 244 is in regard to funds for carrying out the provisions of the Sheppard-Towner Act. All three bills are still in committee.

The Governor's Committee, including members of our Parent-Teacher Association, prepared the Child Welfare Bills and are very earnestly working for their passage. Four of these measures have passed the House, but none the Senate. We rejoice that they are thus far on their way, and that those we have endorsed may soon become active measures.

MEMBERSHIP

One very constructive bit of help along membership lines comes from the chairman of Maria Mitchell School, Denver. She says: "I spend every Thursday morning visiting each room, and I think that has been a very great help. The children seem so much more interested in getting their parents to join when they have some part in the work. We had little buttons printed with the school colors and 'Mitchell P.-T. A.' on them, to be given when the pupils brought the father and mother as members."

The week of April 22-28 was Conservation Week, and the U. S. Forest Reserve were anxious to co-operate with our organization. They have a very interesting subject to present in the matter of conservation of wild flowers, care of campfires, etc. A set of lantern slides makes the talk more instructive.

ILLINOIS

One meeting of the Atkinson P.-T. A. was "Dad's Night." Each boy of the school was asked to bring his father or guardian, and about 70 per cent of the boys attended with their dads. The Refreshment Committee served a luncheon and this was followed by a short program. Mr. Nyhan, Y. M. C. A. Secretary of Moline, gave a very fine talk on "My Dad and I," or the right relationship between father and son.

This Association started on a money-raising campaign with a Bake Sale. Later a Winter Festival was held in the school building. Events of this festival were a chicken supper, a midway booth and stunts, a program in the auditorium featuring a perfectly good home-made orchestra, and then a "jitney dance." In all, about \$230 have been raised. This fund has been used for the Endowment Fund and to provide pads for the rough walls of the Gymnasium.

The first "Fathers' and Sons' Mixer" at the L. T. Stone School (Galesburg) last month was so successful that it is likely to become an annual event. The "Family Mixer" at the Farnham School was equally successful. The Superintendent of Schools, who is in thorough accord with co-operation between home and school, spoke on both occasions.

Lincoln School P.-T. A. (Charleston) devoted the January meeting to consideration of organized play. The paper by one of the members was illustrated by games played by children of the first, third, fifth, and sixth grades. Membership in this Association grew from sixty-four to one hundred and fifty-two in three days through co-operation of the children, who secured signatures

of their parents signifying their willingness to become members. Fifth and sixth grade children won the bowl of narcissus offered for practical results.

The Supervisor of Music in the Decatur Schools pointed out to mothers in the club of the Warren School at the December meeting the value of good music in the lives of children and urged them to help provide a better class of music in both places.

TO PRESIDENTS AND PRESS CHAIRMEN

A call has been broadcast by the national chairman of publicity asking for a fuller realization of the value of publicity in the growth of our work. She asks that each Association in the state have its "Press Chairman," who shall see that advance notices are published before the meetings, and writeups afterwards, wherever it is possible to secure them.

We need publicity, because—

First, it awakens interest in the Parent-Teacher movement.

Second, it influences public opinion.

Third, it brings new members into every Association.

Newspapers are not the only medium for publicity. Much good advertising can be done by window posters, slides on the movie screen, invitations to women's clubs and church organizations, etc.

P.T. A. COURSE AT THE CHICAGO NORMAL COLLEGE

The course on Parent-Teacher Association work planned for this summer at the Chicago Normal College (6800 Stewart Avenue) will give "practical consideration to specific problems and programs of co-operation to make the Parent-Teacher Associations of maximum service in the school and in the community."

The method of work will be by lectures, discussions, assigned readings and reports. Teachers enrolling will take the full course (one hour a day for five weeks). The work will be a practical course in education and full credit will be given for it.

Others interested in the work, but not desiring credits, may enroll as visitors for the full course or any part of it, the minimum being five hours.

The course is offered free of charge; it opens July 2d and closes August 3d. Classes for Wednesday, July 4th, will meet on Saturday, July 7th. For further information and enrollment blanks, inquire of Mrs. Walter H. Buhlig, 372 Normal Parkway. Urge your teachers, principal and parents to avail themselves of this opportunity for self-improvement and for advancement of P.T. A. work in your school and community.

INDIANA

With three of its legislative measures enacted into laws, the State Parent-Teacher Association is already making preparations for carrying out the rest of its legislative program in 1925. The measures providing for a modern system of certification of teachers, for a power plant for the Riley and Long Hospitals and the Indiana University School of Medicine, and for the acceptance of the Maternity and Infancy Protection Act are

now secure. The leaders of the Association confidently believe that a two years' study of the provisions of the two remaining measures on its program—the County Unit of School Administration and the County Nurse—will be sufficient to secure their passage in the next legislature. The State Association effectively opposed the repeal of the state school attendance law, the repeal of the law for state-wide adoption of textbooks, and the repeal of the teacher's pension law.

LOCAL ITEMS

CHESTERTON Parent-Teacher Association has decided to direct its energies toward establishing a kindergarten and securing adequate playground equipment. Various difficulties which have interfered in the past with these projects have been removed, and it is believed that the time is not far distant when the children of Chesterton will have a better chance for development mentally and physically. Considerable enthusiasm for the Parent-Teacher Association has been developed, and it is believed that the organization will in the future be a very strong one.

The Baxter Parent-Teacher Association of RICHMOND has lost a most faithful and conscientious worker in its president, Mrs. Karl Wolfe, who, because of removal from town, has resigned from the Association. At the recent meeting a new president, Mrs. Robert L. Wilson, was elected. After the business was transacted, there was a short talk on child conservation, and an enjoyable musical program. At a cafeteria supper a total of \$51 was realized. This sum is to be used in the work of the organization.

RICHMOND AND WAYNE COUNTY Council of Parent-Teacher Associations was organized at a recent meeting. This new organization unites the city and county associations. After the election of officers, Mrs. Derbyshire, the State President, gave a stirring address, in which she urged harmonious co-operation between parent and teacher, and less indifference on the part of parents toward the school life of their children.

At the regular March meeting, the members of McCalla Parent-Teacher Association, BLOOMINGTON, heard a very interesting talk on "Planning Meals from a Health Standpoint." Three pupils from the school gave piano solos, which were much enjoyed.

High School Parent-Teacher Association, BLOOMINGTON. The regular monthly meeting of this new association was well attended. The program included a discussion of the various activities and organizations among the high school pupils. Both their good and the bad effects were debated. Music for the afternoon was furnished by the high school orchestra.

SOUTH BEND Parent-Teacher Associations. Exclusive of the attendance at school entertainments, visitors to the city schools during the first semester of the present school year numbered 1,951. Without question it is the Parent-Teacher Associations which have created this interest. Attendance at the regular meetings is stimulated by the great variety in the programs. Speakers of ability discuss problems dealing with child care and training, and community welfare. During 1922 there have been 77 meetings of the Parent-Teacher Associations of South Bend.

In the Junior High School of BLOOMINGTON, milk feeding has been introduced into the school by the Parent-Teacher Association. Fifty children found to be more than seven per cent below normal weight are given a pint of milk twice each day. When the children are not able to pay for the milk, the Association bears the expense.

The problem of slot-machine gambling has been successfully handled in FORT WAYNE through the activity of the Parent-Teacher Associations and the co-operation of the chief of police. When it was discovered that literally hundreds of slot machines were being operated illegally, the order went forth in less than a week's time that they be abolished. The prompt action reflects great credit upon not only the Parent-Teacher Associations, but upon the city government.

The third annual convention of the KNOX COUNTY Parent-Teacher Association was held during the second week in March. The attendance was larger than at any previous convention. The program included music and recitations in which each of the fifteen associations in the county were represented. The address of the day was given by Mrs. G. G. Derbyshire, State President, who brought a message of inspiration to those interested in the cause of Parent-Teacher work.

South Side Grade Parent-Teacher Association of FORT WAYNE announces its recent affiliation with the State and National organizations.

Riverside Parent-Teacher Association of FORT WAYNE has recently purchased stereoscopes, views and a printing press for use in the school.

Mills Parent-Teacher Association of CRAWFORDSVILLE reports the March meeting as one of the best held this year. Mrs. Ben Wilhite gave an interesting survey of the welfare work carried on by the various Parent-Teacher Associations in the state. Announcement was made of the "Health Week" to be observed the first week in April. The State Board of Health will co-operate by furnishing workers and exhibits. The American Legion has very kindly given the use of the Armory for the week. A large attendance is expected at the meetings.

At a Parent-Teacher supper in THORNTOWN recently, three hundred members were served. During the evening basket-ball was played with great enthusiasm by fathers and sons. Leaflets, "Keeping Fit" and "From Girlhood to Womanhood," procured from the State Board of Health, were distributed to the parents.

HANNA Parent-Teacher Association, of Fort Wayne, planned a "Father and Son" meeting for the evening of March 8. An interesting program was arranged for the occasion. Boys of the seventh and eighth grades gave a playlet, the school orchestra played, and Mr. Anguish, the scout master, gave the address of the evening.

Garfield Parent-Teacher Association, RICHMOND, realizing the harm done to the youth of our country by the reading of indecent magazines, has been making an attempt to control the distribution of salacious literature. With the aid of the prosecuting attorney and interested persons all dealers have been made acquainted with the law and threatened with prosecution if it is not obeyed.

FORT WAYNE Council of Parent-Teacher Association. The study class in Parent-Teacher Association work is continuing its meetings with

great enthusiasm. "A Demonstration of a Model Organization," "Developing the Duties of Officers, Standing Committees, and Members," were the subjects discussed at the last meeting.

MICHIGAN

Ann Arbor High Parent-Teacher Association warrants its existence by promoting the policy of co-operation between high school students and parents. At the March meeting nine sectional conferences were held, the discussions being led by Superintendent Butler, Principal Forsythe, six department heads, and Mrs. A. H. White, former Parent-Teacher Association Council President. For the benefit of other High School Associations we are giving report in detail of the Home Study Section which was conducted by Mrs. White.

HOME STUDY SECTION, HIGH SCHOOL PARENT-TEACHER'S ASSOCIATION

The "Home Study" section of the High School Parent-Teacher meeting, held on Tuesday evening, March 13, had eleven parents and three pupils in attendance. The discussion was informal and the following points with suggested remedies were made:

1. Pupils who have many interests outside of school work are not making a business of the thing they are in school for, and they are using up nervous energy which should be saved for their life work later. Therefore, it was suggested that parents limit the number of organizations to which their children in school may belong, to one organization, and see to it that each child has eight hours of sleep every night.

2. Pupils who go out on school nights are generally interfering with school work and losing necessary sleep. Therefore it was suggested that parents do not permit them to go out on a school night. Where Boy Scout meetings or rehearsals, or participation in entertainments, come on a school night, the parents of children in such groups should unite in requesting a change of night to Friday or Saturday, or refuse permission to attend.

3. Failure to use the study hours in school for school studies exclusively is part cause of the late hours necessary for home study. Pupils use many plausible pretexts for getting excused during study periods with their teachers going to the library to read fiction or going down-town. Session room teachers and parents should insist that this should not be allowed except when the teacher in charge is absolutely assured of the genuineness of the excuse.

4. Failure to provide a quiet place for home study in which no interruptions are allowed is another cause for necessary late study hours. In small homes where there are many children, this is difficult to obtain, but parents should in such cases find a way if possible to prevent interruptions to study and to get the pupil started early at studying.

5. The suggestion that seventh and eighth pupils are required to study too hard was met with the explanation that such pupils have rarely before had to study, and do not know how to study. If these pupils are not made to study in the seventh and eighth grades, they would have to face the same difficulty when they arrive at the ninth grade, and then be unable to cope with

high school standards. Their training in the seventh and eighth grades prepares them to enter upon their high school work. It was suggested that session room teachers be certain that these novices at study are taught how to study.

6. Failure to make satisfactory grades should be met on the part of the parents by depriving the pupils of certain privileges and enjoyments until the marks become satisfactory.

7. Parents who do not understand the marks of their children should go at once to talk to the teachers. If a parent goes to a teacher in the right spirit, there is no misunderstanding, nor grievance, which cannot by a frank discussion be either cleared away entirely, or at least better understood. A teacher can tell a parent many things which he or she may need to know about the child in question, and the parent can give the teacher information which she needs in the proper treatment of that child, and they can and should come out of the conference the best of friends.

The parent who neglects this important part in this partnership affair is not doing his or her utmost for the child. A parent should not discuss a teacher in a critical spirit in the presence of the child, and his or her conference with the teacher should be held unknown to the child.

NEBRASKA

The Executive Committee of the state branch of the Parent-Teacher Association met in the school board rooms at the McKinley School, Wednesday, March 28. Mrs. A. E. McCrystal, chairman of the Legislative Committee, reported the Legislative Committee as choosing the Towner-Sterling educational bill as being the bill bearing more directly upon the welfare of our children. Therefore, they selected it as the one for the Parent-Teacher Association to stress in the legislative program. The Towner-Sterling educational bill asks that equal educational opportunities be given to all children.

Among other important transactions, it was decided to hold the state convention in Lincoln, October 10, 11 and 12. A most excellent program is being worked out for these meetings. Mrs. G. H. Wentz, state president, wishes to call the attention of all local organizations of the city and state to the place and date of the convention before the close of their organizations this spring, that they may be planning and looking forward to doing their part in making these meetings an inspiration and help to all patrons over the state interested in the welfare of the children.

A Parent-Teacher Association of over one hundred members has been organized in connection with the public schools of Central City. At the January meeting Dean McProud, of University Place, spoke to the organization on the "Great Possibilities of the Work." We consider the patrons of Central City very fortunate in having the enthusiastic support of their Superintendent of Schools, E. L. Novotny, who has taken advantage of the Parent-Teacher Association course at Columbia University.

Superintendent G. W. Hildreth, of Western Nebraska, was instrumental in organizing a Parent-Teacher Association with the public schools of that city.

The Woman's Club of Stromsburg sponsored

the organization of an Association in connection with the public schools of that city. Superintendent J. A. Jimerson gave a splendid talk, endorsing the movement. E. E. Stanton, a prominent attorney of the community, was elected president of the organization.

At the invitation of the teachers of the Auburn public schools, over a hundred patrons and friends of the schools assembled in the high school assembly room to consider the advisability of forming a Parent-Teacher Association.

Before taking up the work of organization proper, a pageant entitled, "The Health Champion," was presented by a group of pupils. The play was built around the theme that air and water are most essential to good health, and that in fact, without plenty of good water and pure air there can be no healthy living.

The pageant showed all present the very worth-while work being done in the schools in teaching scientific and healthful living. The play was put on by Miss Waterman, the school nurse, assisted by Misses Nelson, Avey and Perry.

The business meeting was opened by Superintendent A. M. Nelson, who acted as temporary chairman. He called attention to the fact that both the home and school are attempting to do the same thing, namely: to give the boys and girls of the community the best training possible in order that they might become the best type of men and women. He pointed out that in order to accomplish this purpose there must be understanding and co-operation between the home and school, and suggested the Parent-Teacher Association as the right step in that direction. Several of the teachers and the school nurse spoke along the same lines.

Dr. B. F. Lorance addressed the meeting as president of the Board of Education, and expressed himself as being much pleased to see a movement of this kind in Auburn. He said that the two circles of the pupil, home and school, should become one large circle working toward the same end, which will be better and more quickly attained by co-operation than by individual effort. The meeting was then thrown open for general discussion, and it was decided to effect a Parent-Teacher organization in Auburn at once, also to affiliate with the state and national organization.

Mrs. G. H. Wentz, president of the State Parent-Teacher Association, in referring to the above program, considers it a model for organizing a Parent-Teacher Association.

"A program in which such splendid co-operation of superintendent, teachers, patrons and Board of Education is shown at the start is a program worth while, and one which will be the means of reaping wonderful results in helping to form an enlightened citizenship of the future," she says. "May there be many more such organizations in connection with our schools over the state."

NORTH CAROLINA

COUNTY COUNCIL WORK IN NORTH CAROLINA
The Guilford County, North Carolina, Parent-Teacher Association was organized in March, 1919, when representatives from the six Parent-Teacher Associations of the county met at Pomona High School. The Council has held two meetings a year since that time. One business meet-

ing is held just prior to the opening of the schools in the fall, at which time the definite plans for the year's work are discussed and decided on by the officers of the different Parent-Teacher Associations. The other meeting is held in February as an inspirational and social meeting, and to give impetus to the spring work. This meeting is an all-day affair, held at one of the schools in the county where the domestic science department serves lunch to the officers and four delegates from each association, so that a social time is enjoyed as well as business transacted.

The county officers this past year have sent monthly letters to all the Parent-Teacher Associations in the county giving plans for two types of meetings to be held during the month, and offering any assistance possible in carrying on their work. The county officers are ready at any time to go out and organize new clubs, and the success of the work is shown in the increase in the numbers of Parent-Teacher Associations.

We have a definite list of aims and purposes sent out for the year's work, so that every club can have a definite work to do. As fast as we organize new clubs and get them on a firm basis, we urge them to federate with the State Parent-Teacher Association so as to strengthen that organization.

We feel sure if all the separate Parent-Teacher Associations would form a council in each county, it would tend to strengthen the work of the Parent-Teacher Association.

OREGON

It is, indeed, with much joy, in resuming the correspondence to the CHILD-WELFARE MAGAZINE, that we are able to chronicle such splendid progress in all departments of Parent-Teacher work.

Our magazine, *The Oregon Parent-Teacher*, has attained an excellence beyond the expectation of its most enthusiastic votaries, and through its columns, the Parent-Teacher Department of the *Oregon Teachers' Monthly* and the ready co-operation of the newspapers, the work of the organization is receiving signal publicity throughout the state. This splendid publicity, together with the able talks given by the president, Mrs. J. F. Hill, before many of the Teachers' Institutes, which often were opening wedges in many counties, are the two large contributing factors in the development of Parent-Teacher activities in Oregon.

The state association is emphasizing the rural work. This has in many cases been accomplished by working in conjunction with County Health Nurses and the Oregon Agricultural College Extension Workers, thereby strengthening old circles and organizing new ones. At end of present year, each affiliated circle will be given a charter authorizing circle named in charter to function as long as it maintains the national and state policy, and upon this charter will be a brief summary of the code outlined by Mrs. Watkins in her lecture course at Columbia University. This is being done to overcome objections on the part of some school authorities that Parent-Teacher Associations interfere in school administration.

The stub system of membership has been adopted, which provides that each local circle has membership dues of 35 cents—10 cents going to

the state for dues and 10 cents to *Oregon Parent-Teacher Magazine*.

Plans are being perfected, subject to approval of Federal authorities, which will connect our Parents' Educational Bureau with State Board of Health in administering the funds of the Sheppard-Towner Act. Oregon had the first work of this type in the United States, and since we were the pioneers, we think it only fitting that we share in the funds, using the Bureau as a center and working through our organization into rural school districts, where in many places we have mothers already organized and ready for instruction in maternity and infancy care.

In a large number of school districts, the Parent-Teacher Associations have been the power behind the passage of bond measures for new schools and equipment.

There has been a splendid response to the advocacy of women on school boards—one district has a full board of women—also to women serving as jurors, and a notable example has been set by our president, Mrs. Hill, who served throughout the month of March as juror in addition to her public service as our president and her preparations to attend the National Convention.

History will be repeating itself at the Louisville Convention, in both Oregon's, Mrs. J. F. Hill, and Portland's, Mrs. D. B. Kelly, presidents, attending the National Convention as delegates.

It has been interesting to note that increased calls are coming from school authorities for organization material.

We will have ready for issuance at end of this year another Parent-Teacher number of the *University Extension Bulletin*, which will contain valuable information concerning the work, and program outlines prepared by experts. The State Department of Education has also promised to issue a new pamphlet to be used in Parent-Teacher work throughout the state.

At the last meeting of the Portland Council (which has grown to an all-day session) a reception was tendered to our member of the House of Representatives, the Hon. Mrs. C. B. Simmons, and Mrs. C. W. Hayhurst, former state president, who had just returned home from a world tour.

Oregon is proud in possessing one of the National chairmanships, and Miss Hays, National chairman of the Juvenile Protective Committee, is busy preparing a pamphlet on her work.

One of the sections of the pamphlet is headed "What to Do and How to Do It," and contains the following suggestions for members of the local committee in all the Parent-Teacher groups in America:

1. Let each member of the Juvenile Protection Committee do what he can, whether little or much, according to his own time and ability.
2. Read illuminating books and pamphlets easily available through local, state and national departments and local and state libraries.
3. Collect books, pamphlets, magazine articles and clippings for circulation among members. Utilize your local library and enlist the co-operation of your librarian.
4. Feature juvenile protection literature in the library through special shelf, bulletin board and attractive announcements in local papers.
5. Develop a center of information in your de-

partment for your circle and, through your circle, to your community.

6. Visit institutions and agencies. Become informed about their contribution to the community, and their need for its support.

7. Visit your local news stands, motion-picture theatres, parks and playgrounds, pool and dance halls, school neighborhood stores where cigarettes are on sale and petty gambling machines in operation. Co-operate with other protective agencies in working for the elimination of all objectionable features.

8. Make a survey of your school district or community, including facilities for play, opportunities for work and protection in it, as well as conditions of educational opportunities, churches and Sunday school.

9. Report the result of your observations to your Parent-Teacher circle. Be kindly and helpful in your attitude and avoid criticism based on insufficient knowledge of the facts.

10. Strive to make the good so attractive that the evil will lose its fascination. "Overcome evil with good."

TEXAS

SEVENTH DISTRICT CONFERENCE

A conference was held in Santa Anna, March 20-21, for the purpose of organizing the Seventh District. The meeting was presided over by Mrs. Charles H. Woodson, of San Antonio, president of the Fifth District, from which territory the new district was formed. At the conclusion of a most splendid program the organization was perfected and officers were elected, Mrs. James E. Morris, San Marcos, being made president.

Judging from the interest and enthusiasm shown by the visitors and delegates, and the earnestness of the officers, the new district will develop rapidly.

In the San Antonio Council of Mothers are thirty Parent-Teacher Associations in schools and three in churches. An advisory board, consisting of prominent business men, presidents of men's organizations, was added this year; also a new department of social activities. Parents' Day was observed in twenty-five schools, with a total of 1,157 visitors, which was 586 more than in the previous year. One school had 138 visitors. The Council sold \$14.45 worth of Red Cross seals; sold forget-me-nots for disabled war veterans, \$106.05 in total sales; collected and spent \$38 in interest of school bond election, staging a big parade of school children. With the co-operation of the school board, the Council employed a dental nurse at a salary of \$100 per month to assist the school dentist and to escort children to and from dental offices, and conducted a child health conference in the spring with Miss Jean Pinckney, of the State University, and the local physicians. Five hundred children of the pre-school age were examined at the health conference. In the summer \$4,586 was spent for the milk and ice fund, five milk stations being kept open. A Mexican, who had once been aided by the Council, donated \$218.52 to this fund, the money being *one-tenth of the proceeds from sale of some land*. Plants, flowers, trees and shrubs were distributed to the public in preparation for the "beautiful yard" contest. In November the fathers were entertained with a supper, 250 being present. The advisory board gave short talks and the meeting ended

with every father standing, signifying his willingness to aid in the work of the Council. This year the San Antonio Council is striving to accomplish three things: "Arousing the interest of fathers in child-welfare work," "Simplicity in school dress," and "Greater co-operation between parents and teachers."

A very successful and important conference, the third in the life of the rural Parent-Teacher Associations of Harris County, was held in South Houston. Eighty delegates registered at this meeting, a free-will offering of fifteen dollars proved the interest of all present. Much interest was shown in the reports and recommendations given by each officer. A remarkably rapid growth was shown by the number of organizations now in membership, and all coming in since September. There are thirty-two rural Parent-Teacher Associations now in membership with the County Council. Under the inspiring leadership of the County Chairman, Mrs. O. M. Longnecker, this rural organization is gaining force almost daily, and bids fair to soon outrank the Houston Council in point of numbers and in spirit of push.

Mrs. C. L. Pierce, program chairman, took charge of the model program feature of the conference. This consisted in the recreational development of the four-fold nature of a child, prepared in such a way as to meet the needs of all Parent-Teacher Associations who desire to take up such program material. Four papers were read, as follows:

"Developing the Physical Side Through Recreation," Mrs. O. W. Wilcox.

"Developing the Mental Side Through Recreation," Miss Lucy Fuller.

"Developing the Moral Side Through Recreation," Miss Corine Fonde.

"Developing the Spiritual Side Through Recreation," Mrs. Worth Jones.

These papers were prepared from the viewpoint, first of a practical successful teacher of school recreation; next paper was prepared by Harris County Rural Librarian; third paper came from a highly efficient and trained recreation supervisor, and fourth paper came from the mind of a kindergartner, who tried to grasp the mother's viewpoint in recreational development for her children.

With the meeting of the Seventh District in Santa Anna, beginning in March, and closing with the Fifth District at Kingsville, May 8 and 9, the Texas Congress of Mothers and Parent-Teacher Associations enters upon a season of very necessary activity—that is, the annual conferences of the eight districts that now compose the Texas Branch of the National Congress. Too much emphasis cannot be placed on these district meetings as to their importance in the general plan of Child-Welfare work in Texas. As in the State Convention, so in the District Conferences, men and women who possess the most constructive, practical ideas for the early training of our boys and girls are brought together and plans are made that fit the local organizations for the furtherance of these ideas. And what father or mother or teacher can hope to have knowledge or wisdom enough to prepare the next generation for its grave problems unless they take counsel together?

The many requests that come from all parts of the state for information, literature and other

help, tell of the spread of Parent-Teacher Association work in Texas. That this interest continues to grow very rapidly is shown by the report of the Executive Secretary, Mrs. Stephen Chamness. During the first quarter of this year 12,776 pieces of literature and 833 letters were sent out from the State office.

GIRLS' CLOTHING CONTEST
MISS LILLIAN PEEK, DIRECTOR

The Girls' Clothing Contest, conducted by the Home Economics Division of the State Department of Education, will be held April 26, 27 and 28, in the Texas Hotel in Fort Worth. This contest, as many of you are aware, is fostering good taste in dress, emphasizing simplicity, economy, appropriateness and beauty through wholesome rivalry. Only garments made in regular class work or as home projects are eligible for entry. All dresses entered are judged on the girls who made them. All accessories, such as shoes, hose, hats, hair, dress, etc., are taken into consideration by the judges. The posture of the contestant, cost of dress, are also considered. This project has promoted friendly competition, sportsmanship, and a democratic spirit among the girls, and has grown rapidly since the first contest held in Austin (1920). From just a handful of schools competing the first year, practically all the high schools in the state offering home economics courses will be represented this year, it is thought.

The Parent-Teacher Associations throughout the state have co-operated with this movement from the first. Many local organizations have offered prizes in the local elimination contests and aided also in the raising of the necessary funds to send the teachers and student representatives to the state meet. A few organizations have sent representatives to the state meet. We have each year since the contest was started furnished the prizes for the feature garments and we are furnishing them this year.

WASHINGTON

Legislation for child welfare in State Assembly and in Congress has recently engaged the attention of Parent-Teacher Associations all over Washington, most of the 500 circles doing active work, under the direction of Mrs. Victor H. Miller, of Tacoma, State legislative chairman. A barrage of letters and telegrams favoring the different measures has poured in upon the lawmakers from organizations and individuals. These communications have been of a most persuasive nature and directed particularly to local representatives. These personal missives have proven quite surprisingly effective since Washington women enjoy the franchise.

Washington State Branch has endorsed and supported loyally the anti-narcotic bill; State action to make available the terms of the Sheppard-Towner bill for the protection of maternity and infancy; the anti-traveling carnival bill, which seeks to prohibit these carnivals with questionable sideshows, trained animal acts and games of chance, from operating within the State. Parent-Teacher Associations are also backing a county library bill and have introduced a bill for standardizing school houses in second and third class districts. This is for the protection of school children relative to lighting, sanitation, and fire hazard. A

bill asking for an institution for the higher grade of feeble-minded children, to be located in western Washington, and an amendment to the present law relating to parental schools, lowering the required population from 50,000 to 25,000 for their establishment, are both Parent-Teacher bills.

Washington State plans to send three delegates to the National Convention in Louisville, Kentucky, in April. Mrs. Victor H. Malstrom, president of the State Branch; Mrs. C. Arthur Varney, junior past president and chairman of the National Committee of Membership, and Mrs. E. D. Nichols, chairman of the National Committee on Humane Education.

The annual State Convention of the Washington State Branch will be held in Seattle, May 16-19th. Spacious Meany Hall, at the University, which will be remembered by many of the National delegates to Washington last year, has been generously given for the event. Our State president, with the help of her co-workers, will outline such a broad, comprehensive and far-reaching program as will include in its scope of helpfulness even the smallest and most obscure of our more than 500 circles. Washington State Branch had on March 1st more than 31,000 paid members. The official organ, the *Washington Parent-Teacher*, has a circulation for the March number of more than 35,000 copies. The State president edits this publication.

Many struggling circles have been revived and given renewed courage by the visit of the State President, Mrs. Malstrom, who finds time for conferences with all who make the request. The work for child welfare is going forward with systematic effort and harmony in Washington.

PRE-SCHOOL CIRCLE NOTES

Many Parent-Teacher circles over the state are featuring Pre-School programs this year. This is in districts where the Pre-School is not yet organized. This is found to be particularly valuable.

Attendance in some of the outlying communities is greatly increased by members with automobiles calling for and returning to their homes, mothers with young babies, who could not otherwise receive the benefit of these meetings.

Tacoma Pre-School Council is planning a number of layettes, which, when completed, will be distributed among needy mothers.

A circulating library with books for mothers and young children has been found of special value to the members of the Queen Anne Circle of Seattle. Books have all been contributed.

Joint meetings with a specialist or some other inspirational speaker, are occasionally featured by some of the Tacoma circles. This is found to create added interest through an exchange of ideas, and also insures a larger audience.

LaFayette, the first organization perfected in Seattle, has a membership of thirty. A private kindergarten has been established.

Willard Circle of Tacoma buys at least one good book and subscribes for one good mother's magazine each year to supplement its growing Pre-School library.

Central Avenue Circle, Tacoma, is justly proud that one of its members is the mother of a 100 per cent baby. The award was received in the Better Babies contest held in connection with the Western Washington Fair at Puyallup this fall.